

SOCIAL AND ACADEMIC USE OF INTERNET BY THE GRADUATE STUDENTS IN FINLAND AND BANGLADESH: A COMPARATIVE STUDY

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ABSTRACT

The main aim of this study was to identify the social and academic use of Internet by the graduate students in Finland and Bangladesh. The study was carried out using mixed approach including quantitative and qualitative techniques. However, quantitative technique has dominated this research. For selecting the respondents of this research, cluster and purposive sampling method has been applied respectively. A total of 90 students including 45 from Finland and 45 from Bangladesh were interviewed. Data was presented through simple percentage calculation and graphical representation. The results were discussed comparatively both the cases of research.

The major findings were; Finnish students were more advanced of using and accessing Internet than Bangladeshi students. Almost from all dimensions, Finnish students spent more time with Internet for the social and academic affairs. In some social circumstances like health issues, religious matters, and political aspects and in academic circumstances mainly searching job Bangladeshi students use more Internet than Finnish students. In addition, Bangladeshi students considered Internet as very important while Finnish students treated Internet as somewhat important for the social and academic discussion.

The study concludes that the findings provided a practical scenario of the use of Internet by the graduate students of both the countries. However, for the deeper understanding and interpretation of social and academic use of Internet, there is a scope for the broader research initiatives which may cover larger samples and extensive qualitative method.

Keywords: Internet use, Graduate students, Social and academic, Bangladesh, Finland.

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Md. Armanul Haque

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1 INTRODUCTION

Internet is a grand and global network of network which helps for the information management, storage, retrieval, communication and research (Bankole 2013; Hinson 2004 2005; Watson and McKeown 1999; Cox and Koelzer 2003; December 1996; Leiner et al. 1997; Krol 1995; Sheldon 1996). Generally human beings connect with each other via Internet and do their necessary works like gossiping, shopping and many such other social and academic tasks. Now, academic and social life is dependent partially and/or fully on the Internet. It is mediating and transforming a variety of activities in the society of human being in the areas of politics, religion, and language. Moreover, it helps in the health care activities and as a whole the overall development of a nation of any state in the present world. The present century is the dramatic time for the drastic growth of Internet. Information and Communication Technologies (ICTs) play significant role in controlling, storing and disseminating proper information to the digital consumer. Media are the channel of interpersonal communication which carries information (Jensen 2011, 50). Internet is the media where people connect with each other in order to flirt, gossip, learn, shop, organize etc. in their everyday life (Bakardjieva 2011). Political affairs are sometimes the key areas that take place in Internet. Davis's (2005) did a survey on people in US in 1990 and found that higher educated people stayed online to share and talk about the social and political issues with each other. Besides, the respondents mentioned that political leaders who are not focused in online will not get the vote.

People benefit today through the proper usage of Internet. Internet empowers peoples in different phases of professions. Thus, information technology is contributing towards the sustainable development through its different attributes and qualities "connectivity, division of labor, scale, replication, accountability, matching, building communities of interest, and education (Sachs 2008, 225)".

Furthermore, Internet has been assisting soundly to the peoples' physical and mental life by providing timely health information, suggestions, advice and services. Internet holds the information on different health related websites and portals, online patients communities, Internet pharmacies, and web enables hospitals, online health information for the health professionals, online supports for the patients, online supports for the clinicians, online medical consultation etc. (Heaton 2011). Besides, Internet is the place where the game players play

online game. People have been playing online games in Internet since the introduction of Massively Multiplayer Online Game (MMOG) in the real world. With the advancement of Internet, computer gaming has taken place in the Internet game culture namely MUD (Multi-User Dungeon), MSN games, and various social network based games in Facebook and other such other related places. One of the significant developments in online gaming is console based play. The console players in the net can benefit by making new friends online while they play online game (Taylor 2011). Mäyrä (2008) has delineated that the actual explosion has been occurring in the Internet where numerous web pages and discussion forums are devoted towards the various phases of game cultures.

Moreover, religious performance and lectures have been important aspects in Internet in the present world (Campbell 2011). People interact with each other in the virtual world that allows a number of people to come together from different locations in a shared space (Consalvo 2011). The importance of Internet is not same to all stages of people. Some has the vital need of Internet for their growing demands in different spheres of life while some do not feel it so significantly (Livingstone 2011).

Using Social Networking Sites (SNSs) is very common in the present world. Among the SNSs, facebook is the very common and widely used site in the Internet. Facebook has different significant options that allow the users to add various applications, play games with friends, add photos, videos, watching and listening music videos in real time. Moreover, it has become the important media to form various online communities of the same interest. Presently, facebook is a good media of communication in the areas of education, politics, family affairs, economics, world issues, sports, health, etc. (Baym 2011).

Besides, Internet is the huge source of pornography. It takes up the most bandwidth of Internet for downloading and watching pornography and it has now become the most profit oriented content among all in Internet (Paasonen 2011). So, young people who have been spending more time with such dangerous activities in online for an example surfing different porn sites, online sex chatting with others, will have more chance to be victimized (Ybarra *et.al.* 2007). According to ^{*} answers.com, social aspects of life are the relationship that people

^{*} http://www.answers.com/Q/What_is_the_definition_of_social_aspect

build through the interaction and mutual understandings. There are numerous examples of social aspects in our society. Some of them are: family interaction like parent-child, husband-wife, students-teachers, establishing the social roles in the society of woman, religious matters, and work related relationships etc. Moreover, academic aspects of human life are all about the academic development and management within the academic environment. It includes how students interact with their colleagues, teachers and others for their course related matters and future career development.

In the field of social sciences, arts, humanities, computer science, information technology and many such other fields, there are numerous studies on Internet use. So far literature has been reviewed, there are many works focusing on various social and academic aspects of human life. However, there is a lack of research on the comparison between the developed and developing country perspective. This study is an initiative to understand the situation of Internet use as social and academic tools by Finland and Bangladeshi master's students. The intentions of the comparative study on both the context are; developing countries are lack behind in the areas of education, health, accomodation, and other fundamental needs of human being due to the resources crisis. With the limited resources, the countries in developing world have been trying to adopt the modern technological inventions especially in the areas of Internet services. On the other hand, developed countries are much more advanced already with latest technological development. Therefore, this research aims at providing the existing comparative picture on the social and academic use of Internet by the master's degree students of Finland and Bangladesh.

Scenario of Internet in the World, Bangladesh and Finland at a glance: According to [†]world meter, the world population as of March 30, 2015, is 7,304,768,800. Almost 3 billion people have been using Internet in 2014. Among them, two third of the people of the world are from developing country. The global Internet user penetration rate is 40 % while developed countries 78 % and developing countries 32 %. Developing countries people's Internet usage are very much low. In Africa, the Internet users were 10 % which has reached into double with in 2014. Two out of three people in America had been accessing Internet. By the end of 2014, America's Internet penetration rate was second highest after Europe. Three out

[†] <http://www.worldometers.info/world-population/>

of four people were using Internet in Europe. By the end of 2014, Europe has reached 75 % Internet penetration rate which is the highest Internet use in the world. Conversely, one-third of the people in Asia and the Pacific were using and accessing Internet by end 2014 which comprised around 45 % of the world’s Internet users (International Telecommunication Union, 2014). This scenario is seen in the below figure:

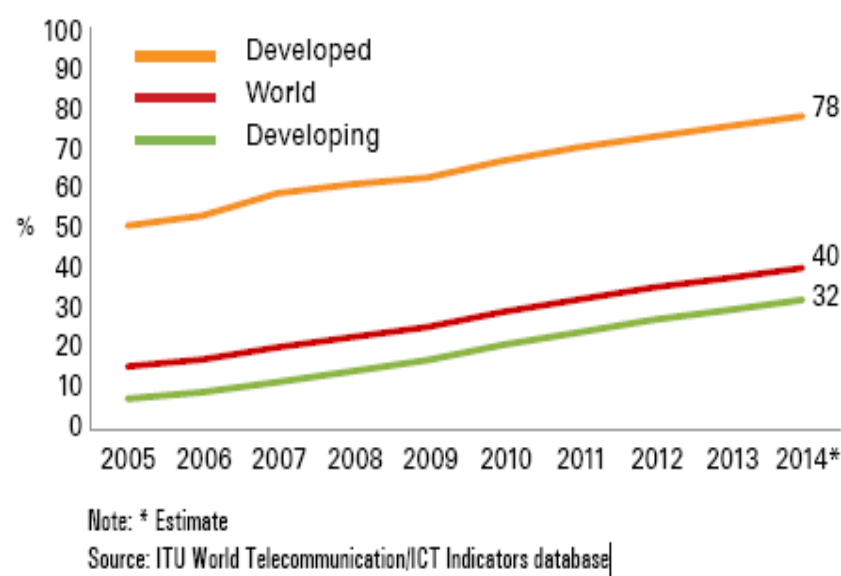


Figure 1 The world Internet usage statistics by Individuals during 2005-2014

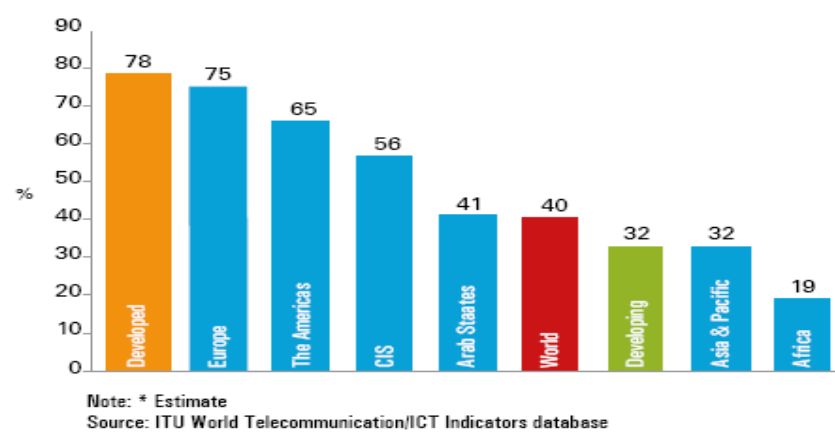


Figure 2 The regional Internet usage statistics by individuals during 2014

Bangladesh at a glance

Bangladesh emerged as an independent country in 1971 after a nine month bloody war against Pakistan. It is a South Asian developing country. The area of Bangladesh is little 147,570 sq km with huge population. It is a developing country. It has a high population growth and the total population is 159,964,400 [‡](World meter, 2015 March 31). The geographical location of Bangladesh can be seen in the following map:



[§]Map: Bangladesh in Asia. (Source: google search)

Bangladesh has many potentials, strength, opportunities, weakness, threat in the economy. A SWOT analysis of Bangladesh can be seen in the below figure:

Bangladesh's economy, A SWOT (Strength, Weakness, Opportunity, Threats) analysis of Bangladesh

[‡] World population. Available at www.worldmeter.com

[§] www.google.com

<i>Strength</i>	<i>Weakness</i>
Social, linguistic and racial oneness	Corruption/poor governance
Steady pace of economic growth	Rising inflation
Commitment to democracy	Weak currency and rising imports
Government's undertaking of principles of market economics	Severe electricity shortage crises
Low labour cost	Virtually bankrupt financial sector
Higher return on investment	Limited product diversification capacity
	Governments' inability to pursue long-term policies
Natural resources	Political instability
	Incomplete policy reform
	Vast unskilled population
	Low savings
	Low productivity
	Small economy
	Weak infrastructure
	Hartals and traffic congestion
	Bribes and other start-up costs are huge
<i>Opportunity</i>	<i>Threat</i>
Foreign direct investment (FDI)	High oil price
As a least developed country (LDC), Bangladesh has market access to EU, Canada, Japan, New Zealand and Australia	Well-coordinated terror attacks
Suitable geographical location for exporting to Northeastern states of India, Nepal and Bhutan	End of quota system for RMG (Ready Made Garments)
Billion-dollar potential of nursing in OECD countries	Natural disasters
	Globalisation
	Environmental hazard
	HIV/AIDS
	Regional conflict
	World output against demand
	Failing to embrace e-commerce

Figure 3: SWAT analysis of Bangladesh's economy (Salman, 2009)

Background of Internet accessibility in Bangladesh

Bangladesh was connected to the Internet on 4 June 1996 with legalizing the VSAT (Very Small Aperture Terminal) which acted as Internet Service Provider (ISP) (Azad & Islam 1997). The year of 1997 was the noticeable growth of Internet and the number of user reached ten times higher than the previous years. Moreover, the country was connected to the global **information super highway in May 2006. As a result of the technological advancements, the number of Internet users has increased up to 33.43 million as of April, 2015. Mobile technology is the key matter in this regard. Internet is accessed through mobile and broadband. Approximately, 95 % people (31.33 million) use Internet through mobile network and rest of 1.71 million of people used broadband Internet, according to the state-run Bangladesh Telecommunication Regulatory Commission (BTRC) statistics (Businessnews-bd.com). According to the Ministry of Posts, Telecommunications and Information Technology of

** Information super highway is defined as a grand electronic network that means Internet. It mainly used for the rapid transfer of text, sound, video, and graphics in digital formate.

Bangladesh, currently, the ^{††}teledensity of Bangladesh is approximately 73.55% and the Internet density is 24%. The Internet usage and access in Bangladesh has been increasing. Although there are many obstacles in establishing, implementing, using and accessing Internet services in Bangladesh. Some of those barriers for smooth Internet services are low ^{‡‡}bandwidth, shortage of smooth electricity power supply, lack of sophisticated and advanced technologies etc. So, Bangladeshi government has been giving high priorities on the acceleration of the Internet and information technologies. The more the development in ICT of any country, the more it is economically developed. So, the present government has recognized this crucial importance. As a result, the government has declared ^{§§}Vision 2021 for making digital Bangladesh. Already, in many places like education, administration, banking, health and many such other areas, the current government has initiated very effective initiatives to make digital Bangladesh as a mission of Vision 2021. The project ‘Access to Information’ has been playing vital role in implementing digital Bangladesh mission. UNDP (United Nations Development Programme) and USAID (United States Agency for International Development) has been supporting the Access to Information (A2i) Programme. The main goal of this programme is to make a digital nation by providing services to the entire citizen in Bangladesh (Access to Information (A2i) Programme 2015). One of the important activities of A2i project is Union Digital Center. Bangladesh has 4,547 Union Parishads (UP, lowest tier of local government). Those unions have gone under the Union Digital Center. With the proper use of Information and Communication Technologies, Union Digital Center has been providing different kinds of information services towards the rural people regarding various aspects of life namely general health, child and mother health, education, agriculture and farming etc. This project is giving services that have been saving the time and effort to both service pro-

^{††} Telephone density or teledensity can be defined as the number of telephone connections for every hundred individuals living within an area.

^{‡‡} Bandwidth is the rate of data transfer from one point to another point.

^{§§} Vision 2021 is the political manifesto of the present government in Bangladesh. The major aim of this Vision 2021 is the technological optimism where ICT based modern country will operate in the main areas of development like available power supply, ICT, internet use, using, maintaining and installation of open source software, e-learning, e-banking, e-commerce and e-governance etc.

viders and users (Access to Information (A2i) Programme 2015). The Internet services and activities under Union Digital Center in Bangladesh as following table.

Internet activities and services provided through Union Information and Service Centers (UISCs) in various districts in Bangladesh (% of UISCs)

Category	Top District(s)	Bottom District(s)
Getting information about goods or services	Panchagarh (88)	Khagrachhari and Gazipur (30)
Getting information related to agriculture, education and other social services	Chandpur (63)	Chapai Nawabganj (0)
Getting information from general government organisations	Sirajganj (99)	Gazipur (64)
Interacting with general government organisations	Feni and Panchagarh (100)	Lalmonirhat (69)
Sending or receiving email	17 districts (100)	Bandarban (80)
Telephoning over the internet/ VoIP	Panchagarh (56)	Noakhali (5)
Posting information or instant messaging	12 districts (100)	Bandarban (83)
Internet banking	Joypurhat (97)	Chapai Nawabganj (60)
Education or learning activities	Thakurgaon (92)	Bandarban and Chuadanga (33)
Playing or downloading video games or computer games	Chandpur and Panchagarh (86)	Bandarban (33)
Downloading movies, images, music, watching TV or video, or listening to radio or music	Panchagarh (100)	Jhalokati (56)
Downloading software	Feni (86)	Kishoreganj (29)
Reading or downloading online newspapers or magazines, electronic books	Narsingdi and Kushtia (99)	Jhalokati (59)

Table 1 Census Report on Union Information and Service Centers (UISCs,) (Bangladesh Bureau of Statistics and Informatics Division, Ministry of Planning, 2014).

Bangladesh government has been trying to minimize the problems that the country faces in different circumstances in ICT. The present ICT ministry has been playing a key role to make the different sectors digital. The education sectors, business sectors, health sectors, etc have been giving most priority by the government of Bangladesh.

In Bangladesh, there are 37 public and more than 84 private universities in Bangladesh (University Grants Commission, Bangladesh 2015). Internet is being used more in all public and private universities than in other educational institutions in Bangladesh. Studying is the basic duty of students. Students use Internet for different purposes namely academic, social, leisure, entertainment, and many such others similar purposes. In the present ICTs age, Internet plays a significant role in providing update information in all facts, ideas, and events to the students.

Finland at a glance

During 2014, Finland had 5,471,753 population where male and female population was 2,691,863 and 2,779,890 respectively (Statistics Finland, 2014). The Republic of Finland is a Nordic country. Finland is located in the Northern Europe. Finland has boarder with Sweden, Norway, Russia, and Estonia. The geographical location of Finland can be seen in the following map:



*** Map of Finland in Europe (Source: google search)

The education percentage in Finland is high. Economic Survey of Finland 2014 conducted by the Organization for Economic Co-operation and Development (OECD) found that “Strong

*** www.google.com

growth, innovation and structural reforms in the decade preceding the global economic and financial crisis transformed Finland into one of the world's most competitive economies, ensuring a high level of well-being for its citizens". The educational picture in Finland is satisfactorily high among the OECD. It is found that 25-64 year olds people have upper secondary education which is 84 %. While an OECD average is 75 %. Moreover, tertiary degree has been completed by 39 % while the OECD average was 32 % (Organization for Economic Co-operation and Development - Education at a glance, 2013). According to Statistics Finland, the number of degree students was 1.27 million in 2013 where 167,200 students were studying in universities. The number of students' Internet use in the university level in Finland is quite satisfactory and so high compared to other countries specially developing countries like Bangladesh. 16 to 89 age of people in Finland, there were 85 percent Internet user while 75 to 89 aged people, 27 percent are Internet users. Internet use in Finland has been increasing significantly. In addition, this number has been growing annually by tens of percent. Usually Finns use Internet in everyday matters ranging from information search to communication (Official Statistics of Finland, November 07, 2013). By the year of 2015, Finland has aimed to take everyone within the Internet connection via fiber-optic or cable networks (Choney, 2010).

1.1 Research objectives

The overall objective of this research is to examine the social and academic use of Internet by the graduate students of Finland and Bangladesh. Besides, the specific objectives are:

- To identify the tools and resources of Internet used by Finnish and Bangladeshi students.
- To know the social and academic purposes of using Internet by Finnish and Bangladeshi students.
- To discover the information literacy skills in the digital environment.
- To explore the possible impact of Internet in student's social and academic life.

1.2 Research questions

The following questions were asked during data collection.

- RQ1: What tools, resources do the Finnish and Bangladeshi students mostly use?
- RQ2: For what purposes (social and academic) do the graduate students of Finland and Bangladesh use Internet?
- RQ3: What meanings or needs Internet serves in their lives?
- RQ4: What are the consequences of Internet on their social and academic life?

2 LITERATURE REVIEW

Different literatures (Tadasad, Maheswarapp & Alur 2003, Nasiruddin 2003, Badu & Markwei 2005, Karim & Hazmi 2005, Mamun 2011, Whang, Lee & Chang 2003, Servidio 2014, Esena, Aktas, & Tuncer 2013, Chou & Hsiao 2000, Eroglu, Pamuk & Pamuk 2013, Luukka et al. 2008, Kumar & Manjunath 2013, Applebee et al. 2000, Robinson 2005, Chaputula 2012, Kaur & Manhas 2008, Madhusudhan 2007, Hinson 2006, Luambano & Nawe 2004) based on the Internet usage has been searched in the net and all the literatures have been retrieved through the library database of the University of Tampere, Finland and through net searching. Materials which were published in English were only consulted. There are lots of researches on the Internet use by the different groups of people but no study focused on the comparison between Finnish and Bangladeshi master's level students. Tadasad, Maheswarapp & Alur (2003) conducted a study on Internet use by the undergraduate students of PDA College of Engineering, Gulbarga. They noticed that students' Internet use was limited to only general or entertaining reasons rather educational. Pattar (2013) have seen that students of management institutes in Davanagere District at India used mostly facebook and e-mail. The study found that it is important to make them literate to use and evaluate web resources effectively.

Information is available in the Internet but the difficulty is to evaluate the required one. Nasiruddin (2003) did a study on the level of Internet use by academic personnel in Rajshahi University, Bangladesh. He found that users were using Internet for some common needs and it was useful to them for the academic development and determining the academic position. Besides, he identified some barriers to satisfactory use of Internet resources. A study Badu & Markwei (2005) focused on the Internet awareness and use in the University of Ghana and found that the majority of academic staff and postgraduate students were conscious about Internet resources but used comparatively irregularly. It was also found that e-mail was the mostly preferred tools for maintaining societal communication and for keeping communication with the international colleagues. Karim & Hazmi (2005) did a study on the Internet use by the postgraduate students and academic staffs in a faculty of Islamic Studies at Interna-

tional Islamic University Malaysia. They found that most of the respondents used Internet for the information about ^{†††}Hadith.

Mamun (2011) conducted a study on the attitude of private university students towards Internet in Bangladesh. Results showed that students considered Internet as a very effective learning tool. Furthermore, students treated it as the quick way to get the required information and knowledge and it is an effective training media.

Internet can be sometimes addictive if it is not utilized in the controlled manner. Many studies have been done on the improper and blind use of Internet by the children and youth people. The improper and blind use of Internet caused harm to some physical, social and psychological aspects which may affect negatively in their developmental tasks. Moreover, it caused addiction in some extent (Whang, Lee, & Chang, 2003). Servidio (2014) conducted a study on Italian university students' Internet addiction where he identified that more and improper usage of Internet was the reason for their moderate behavioral disorder. Esena, Aktas & Tuncer (2013) worked on university students' Internet use, loneliness and social self-efficacy in Turkey. They identified that the loneliness students used more Internet. Furthermore, Eroglu, Pamuk & Pamuk (2013) conducted a study on the problematic Internet usage of university students in Turkey. The study result revealed that students' Internet usage was significantly associated with loneliness and shyness. There were significant differences between problematic Internet usage and independent variables (gender, loneliness and shyness).

Luukka and others conducted a study in 2008 on the Finnish students between 15 to 16 years old age. They found that almost all (95 %) students use Internet in the home. They have their own computer. They also found that 84 % of boys and 76 % of girls used web pages daily. Kumar & Manjunath (2013) conducted a study on Internet use by the university teachers and researchers in India and found that most of them used Internet for doing well in their academic arena. Moreover, majority of the respondents knew to use Internet through the self effort, from friends and colleagues, reading related books and magazines etc. Besides, the study revealed that Internet had positive impact on various academic aspects relating to the efficien-

^{†††} Hadith can be defined as the collection of the day to day Islamic practice of Prophet Muhammad (Peace be upon him) and his sayings for the daily life of human being, which is the significant way of guidance for Muslims apart from the Koran.

cies of research paper writing to gathering more knowledge and information. Applebee et al. (2000) have done research on Australian academic use of the Internet. The study found that effective training was required to one-third of the respondents to use Internet effectively. Robinson (2005) did a study on Internet use by the African-American college students. A questionnaire based survey was used. The study indicated that 76 % students had been using Internet for more than 3 years. They preferred to use Internet in the school. Besides, 47 percent of the respondent spent usually in Internet two hours per day. Learning and finding school resources were the prime purpose to stay online.

Similarly, Chaputula (2012) did a study on the state, adoption and use of ICTs by students and academic staff at Mzuzu University, Malawi and found that most of the respondents used ICTs mainly for academic issues concerning word processing works and accessing Internet. Laptop was mainly used to access Internet. University network was not used much. The study identified some barriers namely limited and poor infrastructure, the lack of available computer devices, lack of constant power supply, the soaring charge of Internet access, and the shortage of appropriate ICT proficiency. Kaur & Manhas (2008) conducted a study on the use of Internet services and resources by students and teachers in the engineering colleges of Punjab and Haryana states of India. Most of the respondents used the Internet frequently as well as they accessed Internet either in college or at home. Over 75 % used Internet for academic learning and research purposes.

Moreover, Madhusudhan (2007) did a study on research scholars' Internet use in the University of Delhi, India. The researcher found that 70 % of respondents used Internet on a daily basis. Internet was mainly used for academic reason. The majority of the respondents mentioned that low bandwidth were the significant barriers to access, retrieve and download the required materials from the net.

Similarly, a study on the Internet adoption model for academics was done by Hinson, (2006). The Internet Adoption Model for Academics (IAMA) showed five main components namely Internet for teaching, research, consultancy, administration, and policy making. Luambano & Nawe (2004) has done research on Internet use by students of the University of Dares Salaam. The findings of the study indicated that students having Internet access are not using it effectively. The main use of Internet is for the communication rather than study or academic

purpose. The study found that there were slow speed of Internet and had lack of technological facilities to access to Internet. The students were needed to train up in order to access and use internet smoothly.

A lot of questions about the social and academic use of Internet by the Finnish and Bangladeshi graduate students remain unexplored. So, it is important to have a clear look on this group of people more closely in order to build an old knowledge and develop new insight that can establish useful information. Analyzing the above literatures, we can see that there are no studies that concentrate on the comparison on the Internet use by the graduate students of Finland and Bangladesh. As a result, this study attempts to compare the social and academic use of Internet by graduate students of Finland and Bangladesh.

3 RESEARCH METHODOLOGY

Research can be conducted by quantitative and qualitative approach. The question “How many” is mainly answered by quantitative data while “How” is answered by the qualitative data analysis (Silverman, 2010). In this regard, we can say that quantitative data focuses on numbers whereas meanings of any thing are qualitative data. The study has been carried out through using mixed method including quantitative and qualitative techniques. However, quantitative technique has dominated this research.

In any research, questionnaire is treated as one of the data collection tools. In a questionnaire, there are many related questions of the study. Researcher can simply manage and collect the data by several ways through a questionnaire. Researcher may choose personal meeting, mail, telephone interview or by web based questionnaire. Questionnaire method has been an integral part of doing social science research. Specially, when researcher needs the data on the social, political, academic, socio-economical, socio-political, etc. issues. Getting feedback through questionnaire method can be a cost-effective and reliable means to conduct research. Through a questionnaire, a researcher can gather both qualitative and quantitative data (Iqbal & Khan, 2011). It can also provide the perfect and significant feedback from the respondents required for the researcher to carry out the research. Questionnaire can be closed-ended or forced-choice, open-ended, or a combination of the two (McClelland 1994).

The researcher had investigated that many studies preferred the questionnaire as a method for data collection. Some of the studies have integrated through open-ended questions (Husain 2001) while some with selective interviews (Fusayil 2000). Moreover, various studies had chosen web based method (Chu 2002; Rehman & Ramzy 2004) and a few of the studies wished to use paper based questionnaire survey. In this research, the researcher used paper based questionnaire survey besides e-mail based survey.

The questionnaire developed for the present study has been divided into 6 sections. Some of the sections have sub sections: Section 1: Demographic Information, Section, 2: Devices to access Internet, Section 3: Information literacy, Section 4: Social use of Internet, 4.1. Social Networking Site Use, Section 5: Academic use of Internet, Section 6: Impact of Internet in the life, Section 6.1: Benefits of Internet on the social matter, Section 6.1.1: Benefits of Inter-

net of on academic matter, Section 6.1.2: Problems of Internet on the social matter, Section 6.1.3: Problems of Internet on the academic matter. Moreover, the additional questions have been asked to get the self opinion on some aspects of Internet use. (See appendix for the full questionnaire).

Both primary and secondary data have been used to find out the answers of the research questions. Primary data has been collected by the questionnaire which has been formulated by both closed ended and open ended questions. The questionnaire has been sequentially made so that respondents were interested to response. Secondary data have been collected from relevant books, journals, magazines, websites, manuals, newspapers, etc.

3.1 Sampling

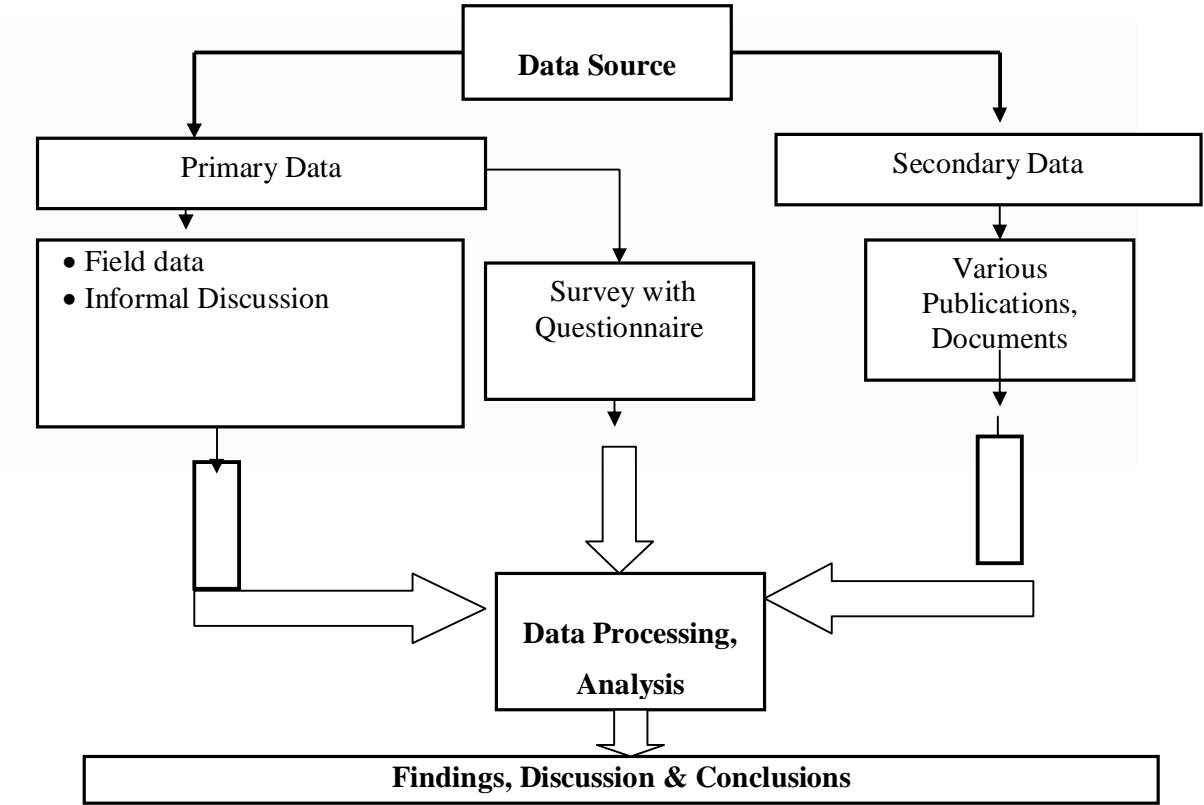
Four universities of Bangladesh and Finland have been selected using cluster sampling; all universities of Bangladesh were in one cluster and all universities of Finland were in another cluster. Two universities like University of Rajshahi (RU) and University of Dhaka (DU) in Bangladesh have been selected according to the highest number of students from the first cluster. According to the recent data of the University Grants Commission (UGC), Bangladesh, the aforementioned universities stand as largest respectively (UGC, 2014). Two universities of Finland like University of Tampere (UTA) and Tampere University of Technology (TUT) have been selected by purposive sampling method. These universities have been selected purposively as the researcher belongs in Tampere region so that it was easier for him to collect the data as well as there was no fund allocated for the study. Master's degree level students were selected as respondents. Students' accessibility in Tampere was easy for the researcher both in Bangladesh and Finland. Mostly international students and some Finnish students also live in Tampere region in the student's dormitory (TOAS apartments) while some of Finnish students live in their own house. The researcher lives in the student's dormitory in Tampere, Finland. The researcher had the accessibility to that group of students. A

total 90 students were selected randomly as respondent from all sampled universities where 45 respondents were from Bangladesh and 45 students from Finland. In the initial stage of field data collection, sometimes the researcher personally met and talked to the respondents about the research content and purpose of the study. Researcher requested the respondents to respond in his questionnaire. The researcher met with the respondents in the library of the University of Tampere and Tampere University of Technology to get the data. Furthermore, the data has also been collected from the classes of the universities. The researcher consulted with the respondents when students were free in their universities. Moreover, the researcher employed his friends to collect data from their classmates in the Universities in Finland. Besides, the researcher requested the respondents also by e-mail to respond the questionnaire. The questionnaire was sent to the respondent's e-mail address and they replied the questionnaire. The researcher went to Bangladesh to collect the data from the Bangladeshi respondents also.

3.2 Method of data presentation and analysis

The collected data was then presented by simple percentage, table, and such other graphical forms. A comparative analysis has been provided for explaining the major findings of research. The detailed methodological process of data manipulation and analysis is as follows:

Chart of research design



4 RESULTS AND DISCUSSION

Internet is one of the most powerful phenomenons in the 21st century though people in all over the world can not use Internet equally due to the lack of ICT knowledge, ICT devices and proper bandwidth of the net. Computer is the fundamental thing to use Internet. In the contemporary decade, we have seen significant changes in computer technology due to technological evolution. People irrespective of developed and developing countries have been using latest generations of computers like desktop, laptop, tablet, smart phone etc. It has been observed in the present study that there is a considerable difference between Bangladesh and Finnish students according to the use of latest generations' computer devices. It has been found in different empirical study that financial issues are one of the key factors behind this.

One of the students from University of Rajshahi, Bangladesh expressed that “As a student of lower class family, I have no ability to afford laptop or tablet to access Internet. Desktop is the only media to access Internet. This is why; I can not access Internet frequently in all over the day”. Smartphone is a very common device in Finnish students. Every Finnish student use smart phone to access Internet. They even can't think their life without it. A graduate student of Tampere University of Technology expresses his opinion like that, “My best friend is my smart phone. I can't think a single minute without it. I believe the whole world is in my hand when my smart phone is connected with Internet”. The following tables and figures show the social and academic use of Internet of both countries' students.

Places to access Internet

Country	PC/café Internet	Library	At home	At a friend's home	At school	At Work
Bangladesh	00	15(33.33%)	38(84.44%)	4(8.89%)	07(15.56%)	9(20%)
Finland	04(8.89%)	05(11.11%)	41(91.11%)	33(73.33%)	40(88.89%)	22(48.89%)

Table 2 Places to access Internet (Source - From Survey)

The study shows that living place (home, student hostel etc) is a place that most of the Bangladeshi students 38 (84 %) mainly preferred followed by 15 (33 %) in the library, 9 (20 %) at work, 7 (15 %) at school or university. On the other hand, most of the Finnish students preferred more or less home 41 (91 %) and school 40 (88 %). Besides, friend's house/room is preferred by 33 (73 %) Finnish students which is so high compared to Bangladeshi students 4 (8%).

Hour wise use of Internet / day

Different people use Internet in different ways and spent different times. It differs from person to person, organization to organization, and from nation to nation (Al-Ansari 2006). A graduate student of University of Tampere in Finland expressed that "I have it available all the time. If someone wants to reach me then I response. I do not really use Internet more than may be 50 minutes in a day unless someone has something to discuss". On the other hand, a Bangladeshi student from University of Rajshahi mentioned that "I use facebook mainly for the purpose of keeping connection with friends may be 3-4 hours in day".

Country	0 to 1 hour	2 to 4 hours	5 to 6 hours	7 to 9 hours	10 + hours
Bangladesh	07(15.56 %)	16(35.56 %)	12(26.67 %)	10 (22.22 %)	00
Finland	00	00	3(6.67 %)	35(77.78 %)	7(15.56 %)

Table 3 Hour wise use of Internet / Day

As of the table 3, it is seen that Finland is much more ahead of using and accessing Internet than Bangladeshi students. Most of the Bangladeshi students 16 (35 %) use Internet 2 to 4 hours per day followed 12 (26 %) 5 to 6 hours/day, 10 (22 %) 7 to 9 hours /day and 7 (15 %) 0 to 1 hour/day. On the another hand, 35 (77 %) Finnish students use 7 to 9 hours followed by 7 (15 %) 10 to 16 hours and 3 (6 %) 5 to 6 hours / day. No user from Bangladesh use 10 to 16 hours but 7 (15 %) Finnish spent such time in Internet.

Level of expertise in using and accessing Internet.

Country	Excellent	Very Good	Good	Sufficient	Poor
Bangladesh	7 (15.56 %)	8 (17.78 %)	23 (51.11 %)	5 (11.11 %)	2 (4.44 %)
Finland	23 (51.11 %)	00	22 (48.89 %)	00	00

Table 4 Level of expertise in using and accessing Internet.

The table 4 represent that most of the Bangladeshi students 23 (51 %) rated their expertise as good followed by 8 (17 %) very good, 7 (15 %) excellent, 5 (11 %) sufficient and 2 (4 %) poor. Besides, maximum Finnish students 23 (51 %) are excellent and rest of them 22 (48 %) are good in accessing and using Internet. So, Finnish students are better user than Bangladeshi user. Because, they spend more time and use different sophisticated devices to access and use Internet compared to Bangladeshi students.

Use of Internet tools and resources

Internet tools and resources are used by the students for the different matters of social and academic life. Social and academic life of students are highly triggered by the modern technological advancement especially with the wide spread use and application of Internet tools and resources.

Internet Tools and Resources	Bangladesh	Bangladesh(%)	Finland	Finland(%)
WWW	28	62.22	45	100
E-mail	25	55.56	45	100
FTP	4	8.89	17	37.78
IM (Instant Messaging)	5	11.11	9	20
Facebook	40	88.89	44	97.78
Twitter	6	13.33	23	51.11

Google+	5	11.11	24	53.33
Voip Over Internet	00	0.00	00	0.00
YouTube	19	42.22	45	100
Skype	12	26.67	45	100
Wiki	10	22.22	43	95.56
Blogs	8	17.78	37	82.22
Google Analytics	4	8.89	42	93.33
GPS Navigation	2	4.44	37	82.22
Google maps	5	11.11	43	95.56
Others	00	0.00	00	0.00

Table 5 Use of Internet tools and resources (Source - From Survey)

The table 5 shows the uses of Internet tools and resources by Bangladeshi and Finnish students. Most of the Bangladeshi students use Facebook 40 (88 %) followed by 28 (62 %) WWW, 25 (55 %) E-mail, YouTube 19 (42 %), Skype 12 (26 %) and 10 (22 %) wiki. Besides these, Google analytics, Google maps, navigation blogs, twitter, FTP, IM etc is not frequently used by them. On the another hand, almost everybody of the Finnish students use WWW 45 (100 %), E-mail 45 (100 %), YouTube 45 (100 %), Skype 45 (100 %), Facebook 44 (97 %), wiki 43 (95 %), Google maps 43 (95 %), Google analytics 42 (93 %), GPS navigation 37 (82 %), blogs 37 (82 %) etc. It is proved that Finnish students are more advanced user of Internet tools and resources compared to Bangladeshi students.

Areas of abilities

Areas of ability	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Browsing Internet	45	100	45	100
Using mailing services	40	88.89	45	100
Using Social Networking services (SNSs)	43	95.56	45	100
Opening an account with SNSs, mails etc	27	60	45	100
Downloading & installing various software from Internet	25	55.56	40	88.89
Playing online games	11	24.44	36	80
Advanced Search of E-journals, databases of the library website.	23	51.11	41	91.11

Table 6 Areas of abilities (Source - From survey)

The table 6 shows that Bangladeshi students are mainly good in browsing Internet 45 (100 %), mailing services 40 (88 %), SNS services 43 (95 %) and a moderate skills on opening an account with SNS, mails 27 (60 %), Downloading & installing various software from Internet 25 (55 %), advanced search of E-journals, databases of the library website 23 (51 %). Playing online game is the lowest 11 (24 %) category skill. On an average, almost all Finnish students are mostly good in every area.

Social purposes of using Internet.

The present world is mostly depends on the active or passive touch of net. Man is a social being. So, in order to make a contact with the friends and family, Internet has been the vital ingredient. "Internet has been the important way of communicating and keeping in touch with

friends and family” is one of the expressions of the student of Tampere University of Technology. Moreover, another student from University of Tampere mentioned that “It makes easy for me to just stay home”. Besides, a student from University of Rajshahi said that “Communication between friends and family has increased vastly, while social awareness and social protest to any kinds of wrong doing has been increased vastly”. Besides these, another student from University of Rajshahi, Bangladesh mentioned that “Once, we raised fund for one of our closest friend because of his disease. We raised huge fund by making huge publicity in facebook and the total event was a successful one”. Furthermore, a student from University of Dhaka, Bangladesh explained that “It actually saves a lot of time and hassle. Like we can transfer important data and message via Internet very quickly and communicate with people without meeting him in person”. While a student from the same university stated that “Helped me to familiarize with friends in my early semesters of university life and keeps me updated about others achievement and their activities through social media”. Moreover, several questions concerning different social matters were asked through quantitative survey and have been got the different answers. Thoses can be seen in the following table.

Social purpose of Internet Use	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Communicating with friends and family	45	100	45	100
Recreation or relaxation	21	46.67	23	51.11
Playing audio or video over the internet	29	64.44	12	26.67
Downloading music or video	12	26.67	27	60
Discussion with same interested people	10	22.22	11	24.44
Keeping uptodate with the developments of interested areas	23	51.11	13	28.89

Sharing ideas or fantasies	12	26.67	13	28.89
Emotional support	11	24.44	10	22.22
Wasting time	16	35.56	9	20
Finding information for own use	10	22.22	2	4.44
Playing Online games	9	20	27	60
Watching sports	23	51.11	32	71.11
Making new friends in SNS	12	26.67	2	4.44
Watching movies, documentary films, serials	13	28.89	33	73.33
Getting Health Information	23	51.11	8	17.78
Knowing Political Situation	36	80	3	6.67
Watching Religious lectures	27	60	5	11.11
Dealing business	6	13.33	37	82.22

Table 7 Social purposes of using Internet. (Source - From Survey)

As of the table 7, it is seen that in case of communicating with friends and family both of the Bangladeshi and Finnish students are in the same number like 45 (100 %) and 45 (100 %) respectively. Both the country is almost same in using Internet for recreation and relaxation, discussion with same interested people, emotional support, sharing ideas or fantasies. 29 (64 %) Bangladeshi students use Internet for playing audio or video over the Internet while only 12 (26 %) Finnish students use Internet for the same. Besides, for the purpose of keeping up-to-date with the developments of interested areas, 23 (51 %) of Bangladeshi students use Internet while 13 (28 %) Finnish students use Internet for the same purpose. More or less, Internet users play various social media online game. A question on it was asked to the respon-

dents. A little portion of Bangladeshi students play online games which is 9 (20 %) whereas half of the respondents from Finland 27 (60 %) use Internet for playing online games. In order to play online games, it is required to have high speed Internet connection. In Finland, there is high speed Internet connection and have high configuration Information and Communication Technology. So, the Finnish students can avail it in Finland. Besides, making new friends in SNS do not have the much priority among Finnish students 02 (4 %) while the Bangladeshi students use Internet to make new friends which is 12 (26 %). In this regard, Bangladeshi students are ahead to make new friend, relationship through SNS. More than two third of the Finnish students 33 (73 %) use Internet for watching movies, documentary films, etc while less than one third of the Bangladeshi students 13 (28 %) use Internet for the same. Seeking for health information in the net is very much common to Bangladeshi students. Half of the respondents 23 (51 %) use Internet for this purpose while a little portion of Finnish students 8 (17 %) use Internet for this purpose. Bangladesh, a developing country, having poor health care systems cannot cope with huge populations. One of the significant reasons behind these is poverty that leads to consume less amount of money for their health, lack of trained manpower and shortage of health care facilities, and a wider lack of required investment (Ahmed, 2006). So, these types of scenarios lead the Bangladeshi students to seek better medical health information and services from Internet. On the other hand, political restlessness leads the people of developing country to seek political information from the printed and digital media. That's why most of the Bangladeshi students, more than two third of the respondents 36 (80 %) seek political information in Internet. On the other hand, Finland is not a country which has political restlessness. So, only 3 (6 %) Finnish students seek political information from Internet. Furthermore, watching religious lecture is common in Bangladeshi community. More than half of the Bangladeshi respondents 27 (60 %) approach religious information while only a little portion of Finnish students 5 (11 %) approach for the same information. Bangladeshi people seek conventional methods in order to get answers of the queries on religion. Generally, an imam, a priest, a pundit, or religious scholars are consulted by them. Now a day, various Television channels have different programmes on various issues of religion. And people can participate with those programmes and can have their questions answered by the scholars (Choudhury, 2009). Most importantly, presently students go through Internet to get the answers on religion. So, half of the students of Bangladesh seek religious programmes, sees religious speech, etc. through the medias like Internet, Televi-

sions and such other printed and electronic medias. Besides, only 6 (13 %) Bangladeshi students use Internet for business while more two third of Finnish students 37 (82 %) did business through Internet.

Social Networking Site use

SNS site	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Facebook	40	88.89	44	97.78
Twitter	6	13.33	23	51.11
Linkedin	11	24.44	25	55.56
What's app	00	0.00	11	24.44

Table 8 Social Networking Site use

As of the table 8, it is seen that majority of Bangladeshi students prefer 40 (88 %) to use facebook as the social media while Finnish students use mixed social media like 44 (97 %) Facebook, LinkedIn 25 (55 %), twitter 23 (51 %) and 11 (24 %) what's app.

Devices that are used mainly for SNS.

Devices to use SNS	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Laptop	38	84.44	42	93.33
Smart phone	09	20	43	95.56
Desktop	13	28.89	02	4.44
Tablets	12	26.67	41	91.11
Others	00	0.00	00	0.00

Table 9 Devices that are used mainly for SNS.

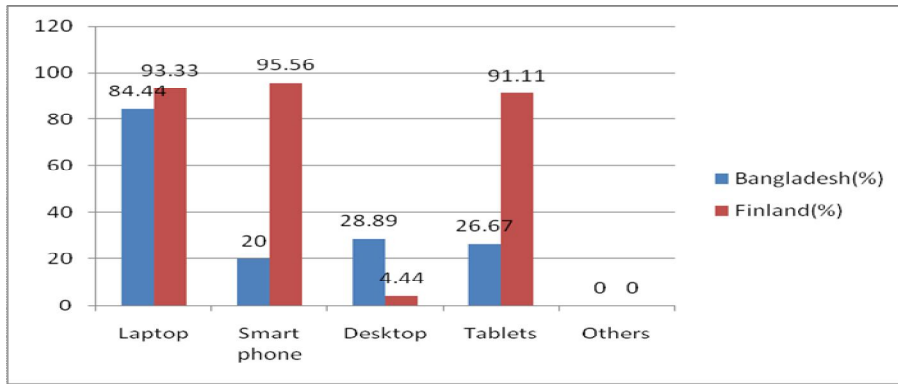


Figure 3 Devices that are used mainly for SNS.

As of the table 9, it is seen that majority of Bangladeshi students 38 (84 %) prefer to use social networking sites through laptop followed by 12 (26 %) tablets, smart phone 9 (20 %). Finnish students use simultaneously the devices like smart phone 43 (95 %), laptop 42 (93 %), and tablets 41 (91 %) to access and use social networking services and systems. Moreover, Only 2 (4 %) Finnish students use desktop while 13 (28 %) Bangladeshi students use desktop for that purpose.

Purposes of general academic use of Internet.

Academic use of Internet in the present world is significant. Research work without Internet will not be effective and fruitful. Most of the academic work in the developed country is highly dependent on the net while developing country is not lack behind. A student from University of Tampere has said that “It makes secondary sources easier and also makes access to secondary sources possible from home, which is very convenient” and other student from Tampere University of Technology has agreed that “Study materials are mostly in the web and makes possible to enroll with the university electronic learning environment”. Besides that, a student from UTA highlighted that “I use it a lot when doing research on my thesis. Also when searching something for course and group works”. While a student from University of Rajshahi, Bangladesh pointed out that “Because of the introduction of high-speed Internet, we can now access any type of information about academic and research oriented study material, which extends the era of current research trend in Bangladesh”. Besides, a student from University of Dhaka, Bangladesh expressed that “Via Internet we can download important notes and books and can search things which are exactly the things we need. In YouTube we can watch videos which are related to our academic syllabus. From slideshare

we can get rare slides made by people all over the world etc”. Furthermore, another student of University of Dhaka mentioned that “a) I share course materials through facebook & e-mail. b) Online course helps me to increase knowledge. c) When I prepare my presentation, it helps me to gather information from different websites and articles”.

Academic purpose of Internet use	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Required course work	42	93.33	45	100
Doing research work	36	80	44	97.78
Completing assignments and course works assigned by the course teachers	29	64.44	34	75.56
Communicating with professors for course related issues	12	26.67	38	84.44
Searching library databases for the relevant materials	33	73.33	45	100
Searching Google for the required materials of study	39	86.67	45	100
Searching relevant literature of the thesis	13	28.89	45	100
Work, meeting new people in academic affairs	12	26.67	45	100
Buying products online	08	17.78	40	88.89
Net banking	00	0.00	45	100
Searching Job	39	86.67	37	82.22

Reading online newspapers	32	71.11	38	84.44
Study related communication with friends	06	13.33	23	51.11

Table 10 Purposes of general academic use of Internet. (Source- From survey)

Bashir *et al.* (2008) stated that the Internet has implemented a vigorous impact on teaching and learning. Internet facilitates learning process more easy to access to students (either regular or distance learners) anytime, anywhere. If a student misses the lecture of a teacher then he/she can manage through the online presentation. As of the table 10, it is seen that most of the Bangladeshi students use Internet for required course work which is 42 (93 %) followed by doing research work 36 (80 %), completing assignments and course works 29 (64 %), searching library databases for the relevant materials 33 (73 %), searching google for the required materials of study 39 (86 %), searching job 39 (86 %), reading online newspapers 32 (71 %). Moreover, the use of Internet is for communicating with professors for course related issues is 12 (26 %), study related communication with friends 06 (13 %), searching relevant literature of the thesis 13 (28 %), buying products online 08 (17%). Besides, no Bangladeshi students use online banking systems while all Finnish 45 (100 %) use it. On the other hand, Finnish students are the rich user of Internet in the academic perspective. It is seen that every Finns 45 (100 %) use Internet for doing research work, searching library databases for the relevant materials, searching Google for the required materials of study, Searching relevant literature of the thesis, work, meeting new people in the common academic affairs. Moreover, near about all respondents from Finland use Internet for doing research work 44 (97 %). Besides, communicating with professors for course related issues 38 (84 %), reading online newspapers 38 (84 %), searching job 37 (82 %), completing assignments and course works 34 (75 %). Besides, half of the Finnish students use Internet for study related communication with friends 23 (51 %). A little portion of Bangladeshi students use Internet for buying products online 08 (17 %) while almost all Finnish students 40 (88 %) use Internet for the same. There are job crisis for the students in Bangladesh. That's why, in case of searching job, Bangladeshi students use Internet more than Finnish students. Moreover, mostly students in Bangladesh use Internet to access and use social networking and for amusement. The cause is- lack of suitable content from the field of education and lack of research based activities

and assignments from the institutions (Akhter 2011). So, from the above discussion it is obvious that Finnish students use Internet more than Bangladeshi students for different academic circumstances.

Know how to use reference tools.

Know how to use reference tools	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Yes	09	20.00	39	86.67
No	36	80.00	06	13.33

Table 11 Know how to use reference tools

The table 11 shows that only 9 (20 %) Bangladeshi students know to use reference management software for the research while a big portion of Finnish students know it which is 39 (86 %).

Extent of knowing to use reference tools.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Excellent	00	0.00	00	0.00
Very Good	00	0.00	12	26.67
Good	06	13.33	24	53.33
Poor	03	6.67	03	6.67

Table 12 Extent of knowing to use reference tools

Only 20 % Bangladeshi students know how to use reference management software for the research while a big portion of Finnish students know it i.e (86 %). According to the table 12, among the Bangladeshi students who knows about reference management tools, 6 (13 %) of them rated their expertise as good followed by 3 (6 %) poor. Besides, 24 (53 %) Finnish students rated their expertise as good followed by 12 (26 %) very good and 3 (6.67 %) poor.

Use of Internet enhances the quality of the social life.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	35	77.78	10	22.22
Somewhat Agree	05	11.11	20	44.44
Disagree	04	8.89	07	15.56
Somewhat Disagree	01	2.22	08	17.78
Strongly Disagree	00	0.00	00	0.00

Table 13 Use of Internet enhances the quality of the social life.

As of table 13, 35 (77 %) Bangladeshi students were strongly agreed that use of Internet enhances the quality of the social life followed by 5 (11 %) somewhat agree and only 4 (8 %) disagreed with the statement. Besides, Finnish students have different opinion on it. 20 (44 %) Finnish students were somewhat agreed while 10 (22 %) of them were strongly agreed and 7 (15 %) were disagreed.

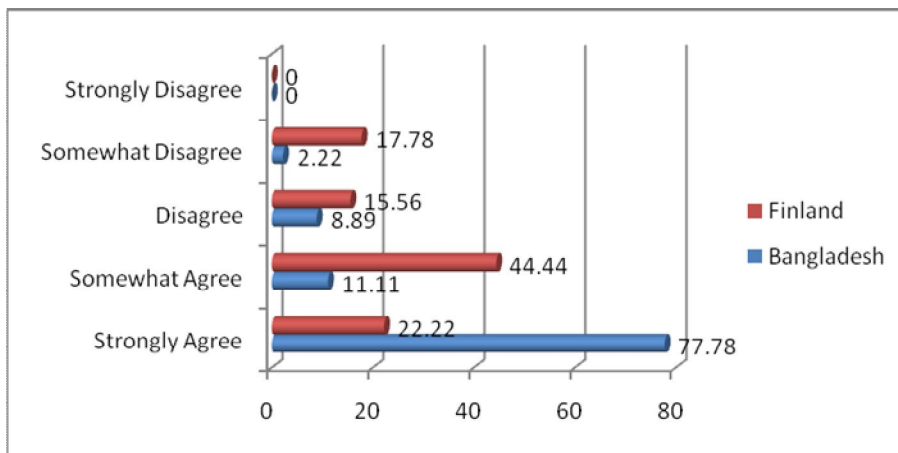


Figure 4 Use of Internet enhances the quality of the social life.

Internet use has improved usual contacts with one's family and friends.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	05	11.11	00	0.00
Somewhat Agree	30	66.67	40	88.89
Disagree	00	0.00	01	2.22
Somewhat Disagree	00	0.00	03	6.67
Strongly Disagree	10	22.22	01	2.22

Table 14 Internet use has improved usual contacts with one's family and friends.

Internet has been playing a significant role in communication. E-mail, Social networking sites, and such other options in Internet have made easy to communicate with each other. A student from University of Dhaka, Bangladesh expressed in the way that “a) Internet helps to find a long-lost friend through a social networking site. b) It helps to share our views and news through social media and also helps to get updates from my friends and other persons”. The table 14 and figure 5 shows that most of the Bangladeshi 30 (66 %) and Finnish students 40 (88 %) were somewhat agreed that use of Internet has increased regular contacts with one's family and friends.

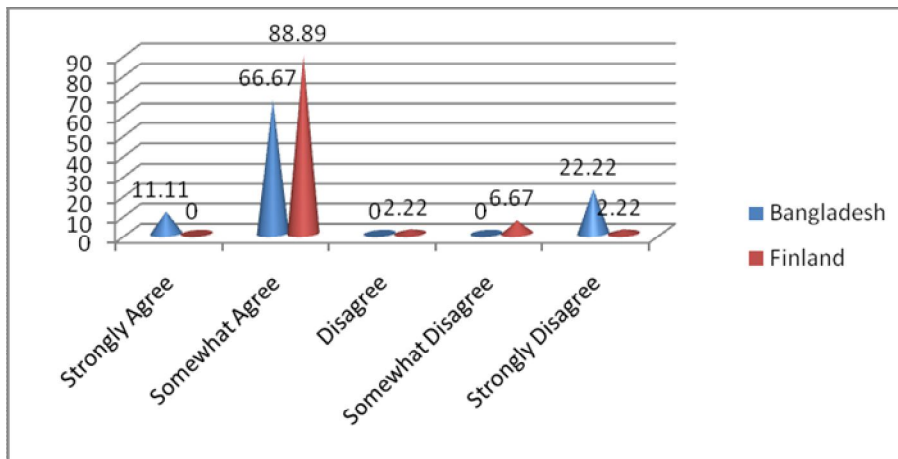


Figure 5 Internet use has improved usual contacts with one's family and friends.

Internet use makes one confident in dealing with social life.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	19	42.22	18	40.00
Somewhat Agree	21	46.67	12	26.67
Disagree	00	0.00	06	13.33
Somewhat Disagree	05	11.11	05	11.11
Strongly Disagree	00	0.00	04	8.89

Table 15 Use of Internet makes one confident in dealing with social life.

Table 15 discuss about the use of Internet and its relation to make one confident in dealing with social life. Social life is highly connected with the Internet. The researcher asked question whether or not Internet makes one confident in dealing with social life. Most of the Bangladeshi students 21 (46 %) was somewhat agreed while a majority 18 (40 %) of Finnish students recommended that they are strongly agreed with the statement. No Bangladeshi was disagreed and strongly disagreed with the theme. Moreover, the lowest number of Finnish students 4 (8 %) strongly disagreed it.

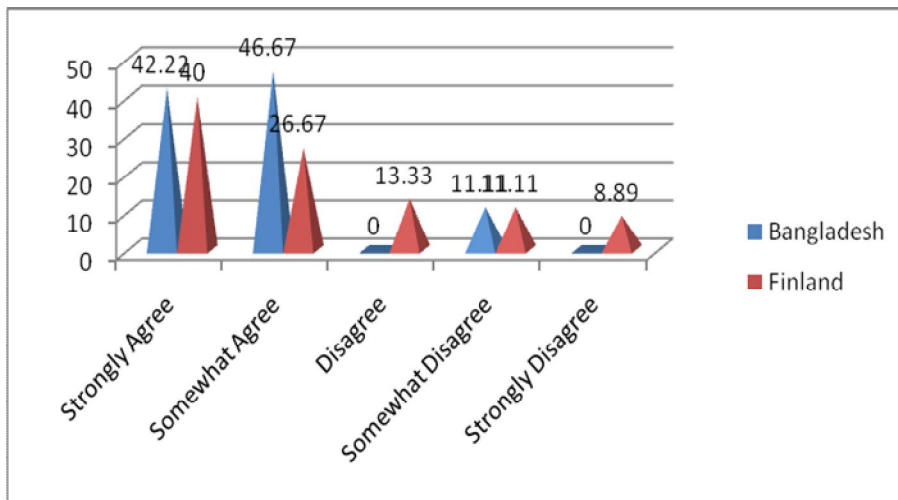


Figure 6 Internet use makes one confident in dealing with social life.

Use of Internet enhances game play.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	15	33.33	10	22.22
Somewhat Agree	21	46.67	23	51.11
Disagree	9	20.00	0	0.00
Somewhat Disagree	0	0.00	0	0.00
Strongly Disagree	0	0.00	12	26.67

Table 16 Use of Internet enhances game play.

Table 16 gives the data about the Internet and enhancement of game play. Most of the Bangladeshi and Finnish students were somewhat agreed with the statement that use of Internet enhances the online game play which is 21 (46 %) and 23 (51 %) respectively. No students in Bangladesh strongly disagree while a good number 12 (26 %) of Finnish students found Internet as not required to booster game play. They strongly disagree that Internet is only the means to booster game play.

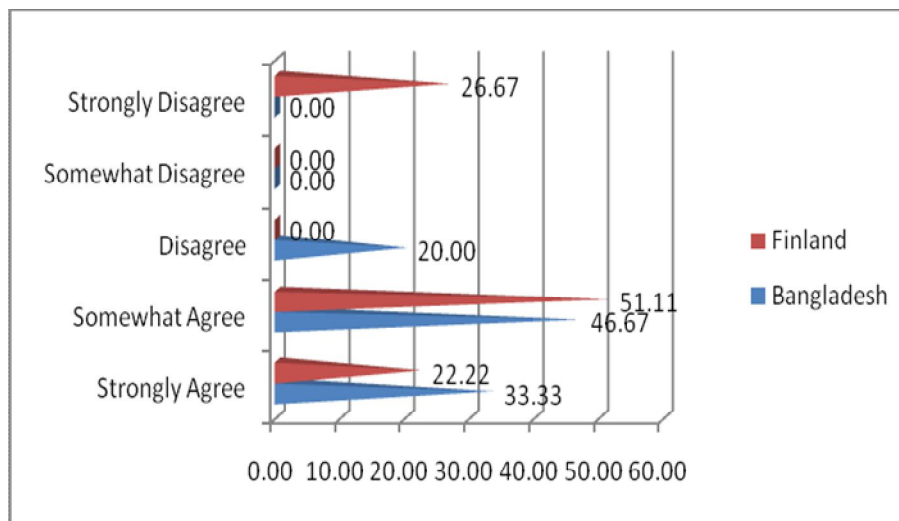


Figure 7 Use of Internet enhances game play.

Use of Internet enhances the research work significantly

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	35	77.78	45	100
Somewhat Agree	10	22.22	0	0
Disagree	0	0.00	0	0
Somewhat Disagree	0	0.00	0	0
Strongly Disagree	0	0.00	0	0

Table 17 Use of Internet enhances the research work significantly

Research work without the help of Internet cannot be imagined in the present world. Almost everything relating to any literature is available in the ocean source of information Internet. A question whether or not use of Internet enhances the research work significantly was asked to the respondents. According to table 17, a majority of respondents from Bangladesh 35 (77 %) and everybody from Finland 45 (100 %) strongly agreed that Internet enhances the research work significantly.

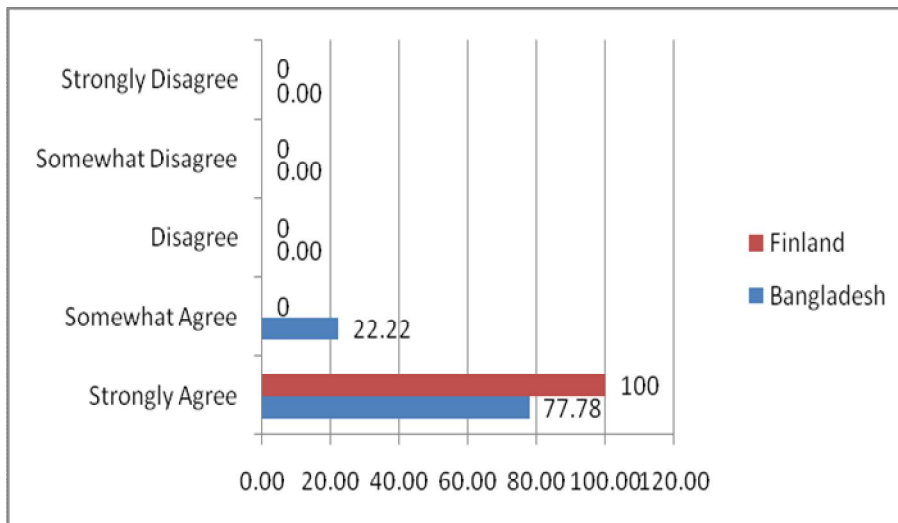


Figure 8 Use of Internet enhances the research work significantly

Use of Internet enhances the academic performance significantly

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	30	66.67	33	73.33
Somewhat Agree	15	33.33	10	26.67
Disagree	00	0.00	00	0.00
Somewhat Disagree	00	0.00	00	0.00
Strongly Disagree	00	0.00	00	0.00

Table 18 Use of Internet enhances the academic performance significantly

Academic performance depends on the proper utilization of time and resources. The table 18 describes about the importance of Internet on academic performance. Most of the students of Bangladesh 30 (66 %) and Finland 33 (73 %) were strongly agreed that Internet enhanced their academic performance significantly. Moreover, 15 (33 %) of Bangladeshi and 10 (26 %) Finnish students were somewhat agreed on this statement.

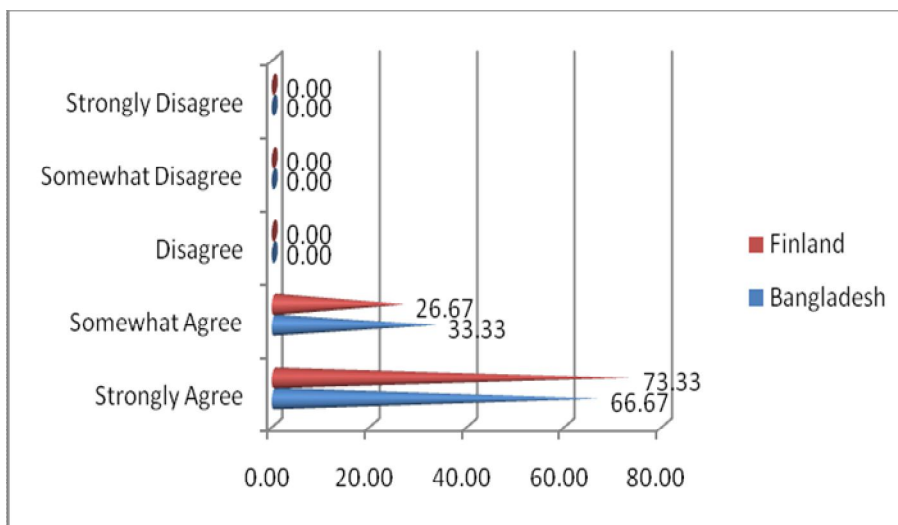


Figure 9 Use of Internet enhances the academic performance significantl

Use of Internet let one to get awareness of global issues.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland (%)
Strongly Agree	33	73.33	40	88.89
Somewhat Agree	12	26.67	05	11.11
Disagree	00	0.00	00	0.00
Somewhat Disagree	00	0.00	00	0.00
Strongly Disagree	00	0.00	00	0.00

Table 19 Use of Internet let one to get awareness of global issues

Everyday a number of news and issues have been producing globally. The Internet is the place where those news and issues are mostly published in the form of digital news. Students were asked about the global issues and the role of Internet. Table 19 shows that 33 (73 %) Bangladeshi and 40 (88 %) Finnish Students strongly agreed that use of Internet let one to get awareness of global issues.

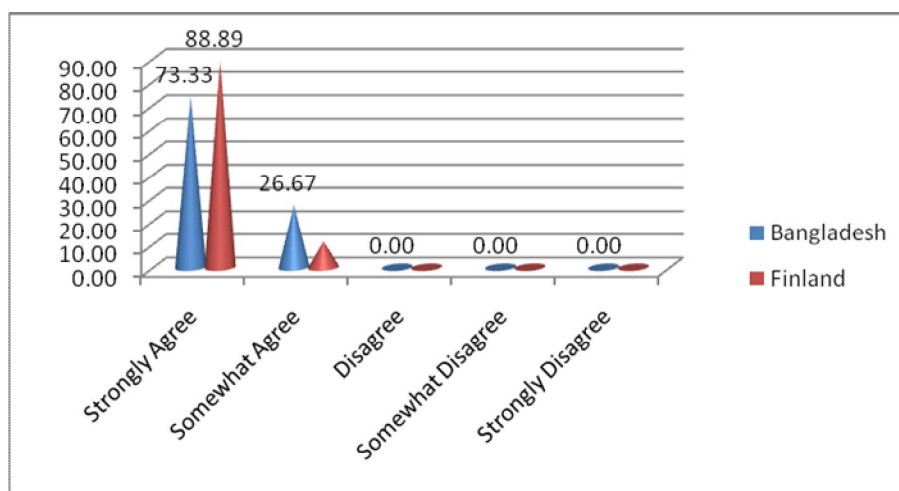


Figure 10 Use of Internet let one to get awareness of global issues.

Use of Internet increased reading news online

Users mostly search for Internet for the digital news and newspaper (Consoli 1997; Levins & Growing 1998; Newspaper Association of America 2003). All over the world, online newspapers are the mostly demanded and visited contents among all services in Internet (Nielsen 2003).

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	33	73.33	24	53.33
Somewhat Agree	12	26.67	21	46.67
Disagree	00	0.00	00	0.00
Somewhat Disagree	00	0.00	00	0.00
Strongly Disagree	00	0.00	00	0.00

Table 20 Use of Internet increased reading news online

As of the table 20, it is seen that use of Internet has increased the reading online newspaper and it is supported and agreed strongly by 33 (73 %) Bangladeshi students and 24 (53 %) Finnish students. No students from both the country disagreed with the statement.

Use of Internet increased in using electronic sources instead of going to library physically.

Due to the advancement of Information and Communication Technology (ICT), paperless reading materials have got priority among the learners of all fields instead of printed materials. Learners can download any required materials from the net as of when required and can read it anywhere and anytime. So, the physical reality of printed materials has not been prioritized more.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	43	95.56	22	48.89
Somewhat Agree	2	4.44	23	51.11
Disagree	00	0.00	00	0.00
Somewhat Disagree	00	0.00	00	0.00
Strongly Disagree	00	0.00	00	0.00

Table 21 Use of Internet increased in using electronic sources instead of going to library physically.

Table 21 shows that 43 (95 %) of the Bangladeshi students strongly agreed and 23 (51 %) of Finnish students were somewhat agreed that use of Internet increased using electronic sources instead of going to library physically. No students disagreed with the statement from both of the country.

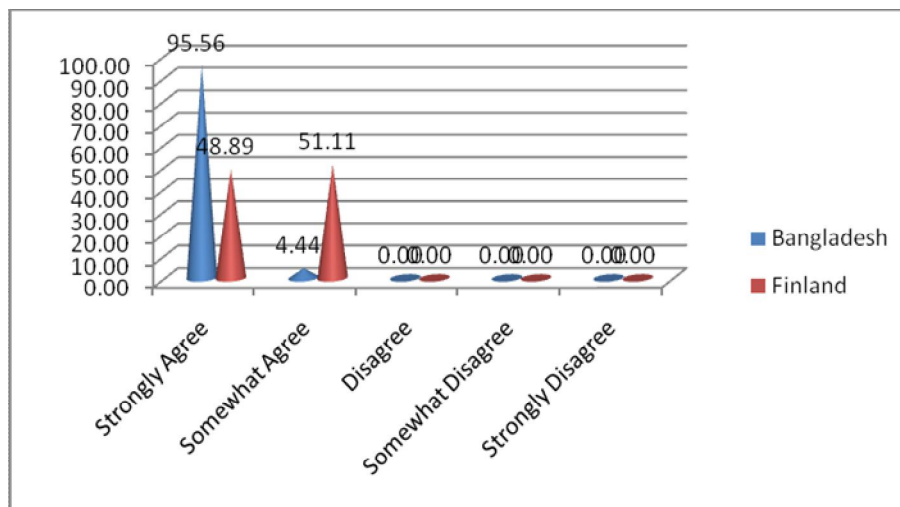


Figure 11 Use of Internet increased in using electronic sources instead of going to library physically.

Feeling energized when one stay online for extended periods.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	00	0.00	00	0.00
Somewhat Agree	35	77.78	10	22.22
Disagree	03	6.67	00	0.00
Somewhat Disagree	07	15.56	12	26.67
Strongly Disagree	00	0.00	23	51.11

Table 22 Feeling energized when one stay online for extended periods.

Table 22 demonstrates that 35 (77 %) Bangladeshi were somewhat agreed while 23 (51 %) Finnish students strongly disagreed with the statement that extended period of Internet use lead the students to be energetic.

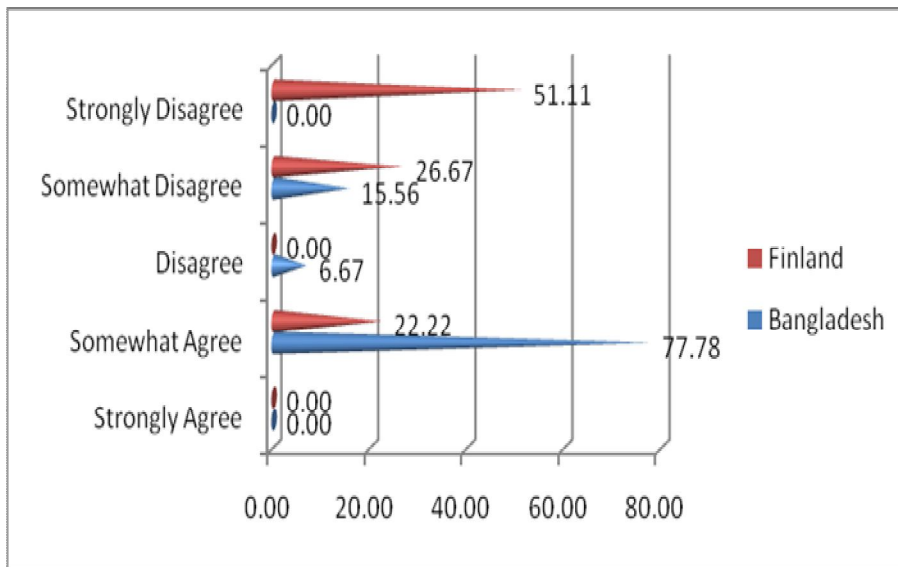


Figure 12 Feeling energized when one stay online for extended periods.

Internet use reduces the involvement in traditional social gatherings like going to religious programmes, parties, voluntary activities etc.

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	12	26.67	10	22.22
Somewhat Agree	23	51.11	00	0.00
Disagree	07	15.56	24	53.33
Somewhat Disagree	03	6.67	11	24.44
Strongly Disagree	00	0.00	00	0.00

Table 23 Internet use reduces the involvement in traditional social gatherings like going to religious programmes, parties, voluntary activities etc

As of the table 23 and figure 13, it is seen that a majority number of Bangladeshi students 23 (51 %) were somewhat agreed and another second largest group 12 (26 %) was strongly agreed with the statement of Internet use reduces the involvement in traditional social gatherings like going in religious gathering/ parties / voluntary activities etc. While most of the Finnish students 24 (53 %) disagreed it. Besides, only 10 (22 %) of them agreed it strongly.

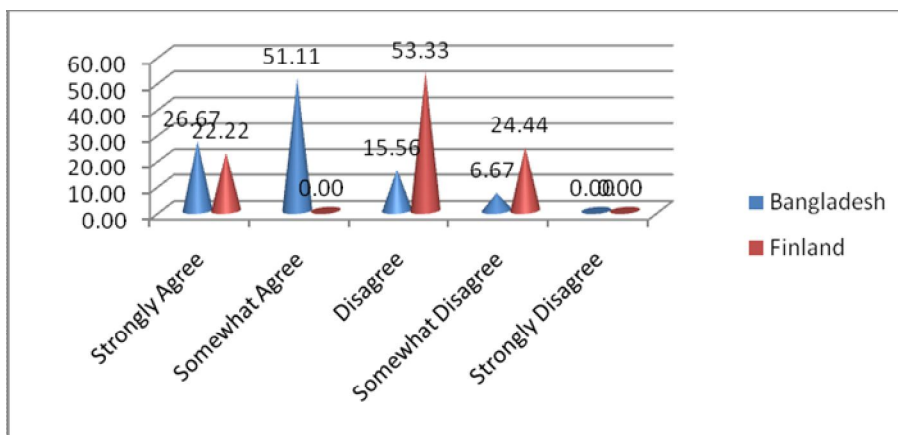


Figure 13 Internet use reduces the involvement in traditional social gatherings like going to religious gathering, parties, voluntary activities etc.

Use of Internet decreases one to gossip with their friends outside

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	20	44.44	07	15.56
Somewhat Agree	23	51.11	33	73.33
Disagree	00	0.00	05	11.11
Somewhat Disagree	02	4.44	00	0.00
Strongly Disagree	00	0.00	00	0.00

Table 24 Use of Internet decreases one to gossip with their friends outside

A question on whether or not use of internet decreases one to gossip with their friends outside was asked to the respondents. Table 24 and figure 14 express that most of the Bangladeshi students 23 (51 %) was somewhat agreed with the statement followed by 20 (44 %) strongly agree. Only 2 (4 %) students was somewhat disagreed. Moreover, a majority of Finnish student 33 (73 %) was somewhat agreed followed by 7 (15 %) strongly agree. Besides these, 5 (11 %) Finnish students disagreed it.

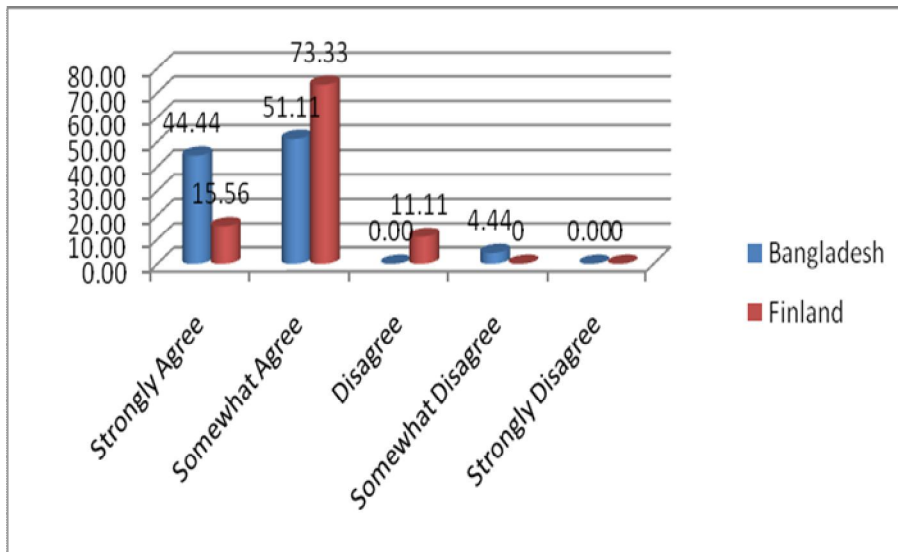


Figure 14 Use of Internet decreases one to gossip with their friends outside

Use of Internet makes one's imperfect personality

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	04	8.89	03	6.67
Somewhat Agree	15	33.33	22	48.89
Disagree	16	35.56	20	44.44
Somewhat Disagree	10	22.22	00	0.00
Strongly Disagree	00	0.00	00	0.00

Table 25 Use of Internet makes one's imperfect personality

Table 25 gives the information on Internet use and its relation to the imperfect personality of the users. Most of the Bangladeshi students was disagreed 16 (35 %) and majority of Finnish students 22 (48 %) was somewhat agreed with the statement of use of Internet makes one's imperfect personality. Besides, 20 (44 %) Finnish students was disagreed and 15 (33 %) of Bangladeshi students was somewhat agreed with the statement.

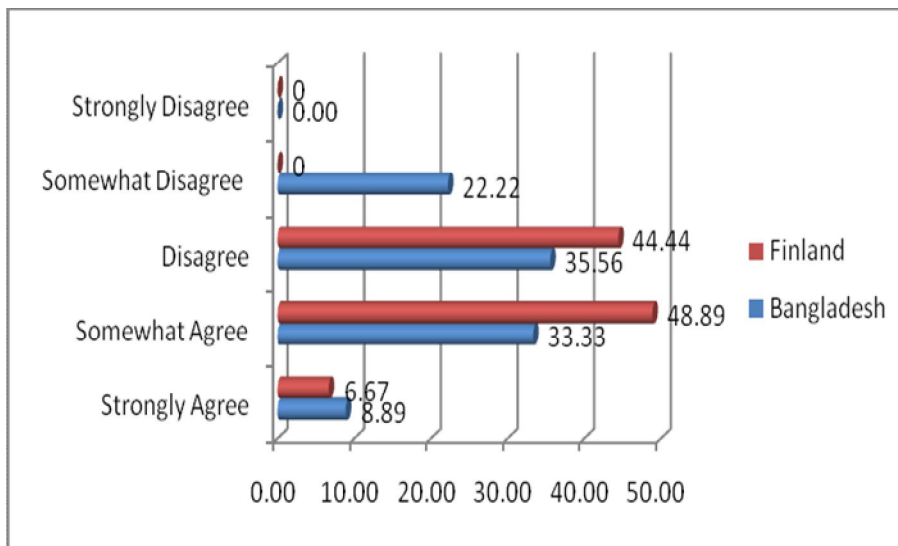


Figure 15 Use of Internet makes one's imperfect personality

Internet use reduces physical exercise in some extent

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	23	51.11	12	26.67
Somewhat Agree	16	35.56	22	48.89
Disagree	00	0.00	00	0.00
Somewhat Disagree	06	13.33	00	0.00
Strongly Disagree	00	0.00	11	24.44

Table 26 Internet use reduces physical exercise in some extent

A question on whether or not Internet use reduces physical exercise was asked to the respondents. Table 26 demonstrates that most of the Bangladeshi students 23 (51 %) declared that they are strongly agreed while a large number of Finnish students 22 (48 %) are somewhat agreed. Besides, 16 (35 %) Bangladeshi students are somewhat agreed and 12 (26 %) Finnish students are strongly agreed followed by 11 (24 %) strongly disagreed.

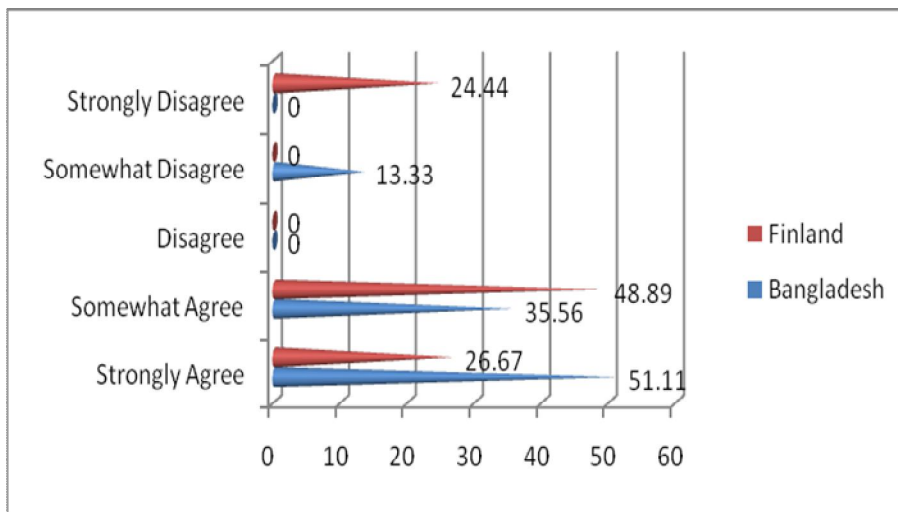


Figure 16 Internet use reduces physical exercise in some extent

Use of Internet decreases academic performance in some extent

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	5	11.11	0	0.00
Somewhat Agree	8	17.78	5	11.11
Disagree	20	44.44	14	31.11
Somewhat Disagree	0	0	19	42.22
Strongly Disagree	12	26.67	7	15.56

Table 27 Use of Internet decreases academic performance in some extent

Whether or not use of Internet decreases academic performance significantly is a question asked to the respondents. Table 27 and figure 17 proved that majority of Bangladeshi students 20 (44 %) was disagreed followed by strongly disagree 12 (26 %). Moreover, some students were somewhat agreed 8 (17 %), and some strongly agreed 5 (11 %). On the other hand, a big portion of Finnish students 19 (42 %) was somewhat disagreed followed by disagree 14 (31%), strongly disagree 7 (15 %). 5 (11 %) Finnish students were somewhat agreed with the statement.

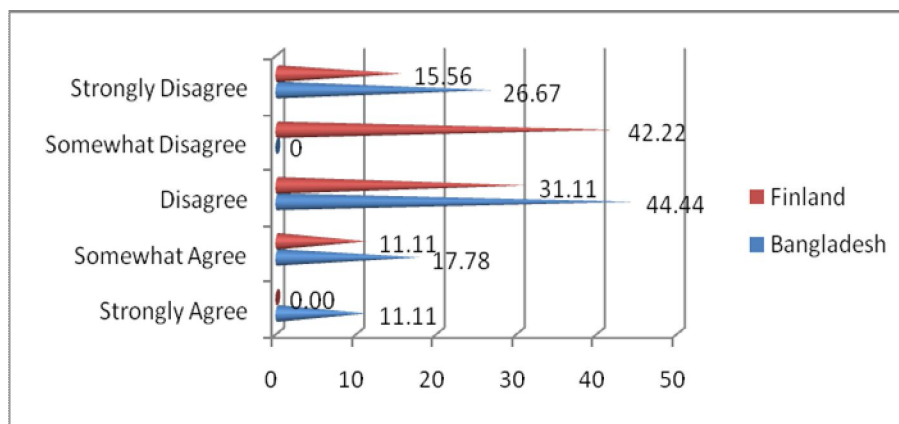


Figure 17 Use of Internet decreases academic performance in some extent

Use of Internet decreases the study credit in some extent

Variable	Bangladesh	Bangladesh (%)	Finland	Finland(%)
Strongly Agree	00	0.00	00	0.00
Somewhat Agree	00	0.00	00	0.00
Disagree	10	22.22	12	26.67
Somewhat Disagree	05	11.11	22	48.89
Strongly Disagree	30	66.67	11	24.44
Total	45	100	45	100

Table 28 Use of Internet decreases the study credit in some extent

Table 28 proves that most of the Bangladeshi students 30 (66 %) was strongly disagreed while a majority number of Finnish students 22 (48 %) was somewhat disagreed with the statement of use of Internet decreases the study credit in some extent. Nobody from both sides was agreed.

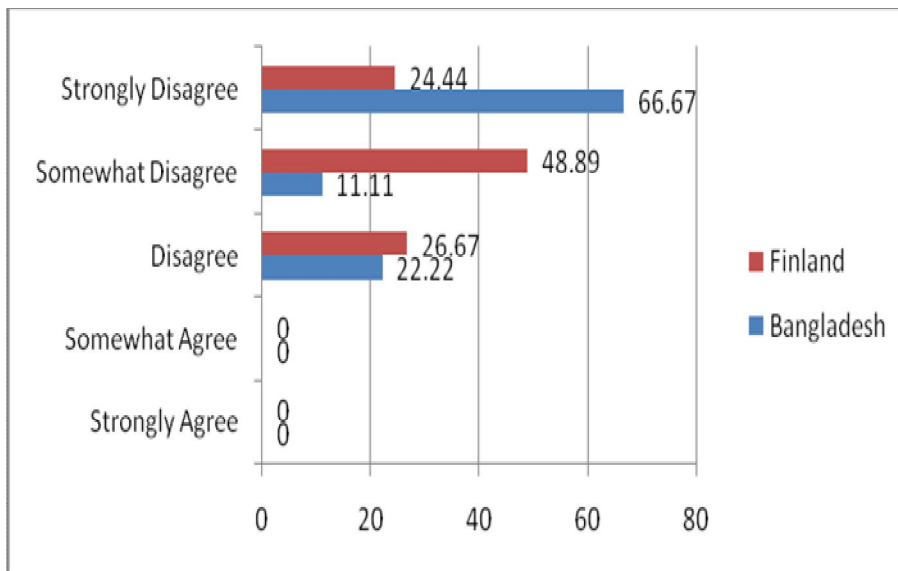


Figure 18 Use of Internet decreases the study credit in some extent

Internet use reduces the time of studies

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	05	11.11	12	26.67
Somewhat Agree	21	46.67	00	0.00
Disagree	06	13.33	14	31.11
Somewhat Disagree	09	20.00	09	20.00
Strongly Disagree	04	8.89	10	22.22
Total	45	100.00	45	100.00

Table 29 Internet use reduces the time of studies

Whether or not use of Internet has reduced the time of studies is a question asked to the respondents. According to the table 29, a large number of the Bangladeshi students 21 (46 %) were somewhat agreed while a large portion of Finnish students 14 (31 %) were disagreed. Besides, 12 (26 %) Finnish students were strongly agreed followed by 10 (22 %) strongly disagree. 9 (20 %) Bangladeshi and Finnish students were somewhat disagree. This means that Finnish students utilize the Internet in more productive manner.

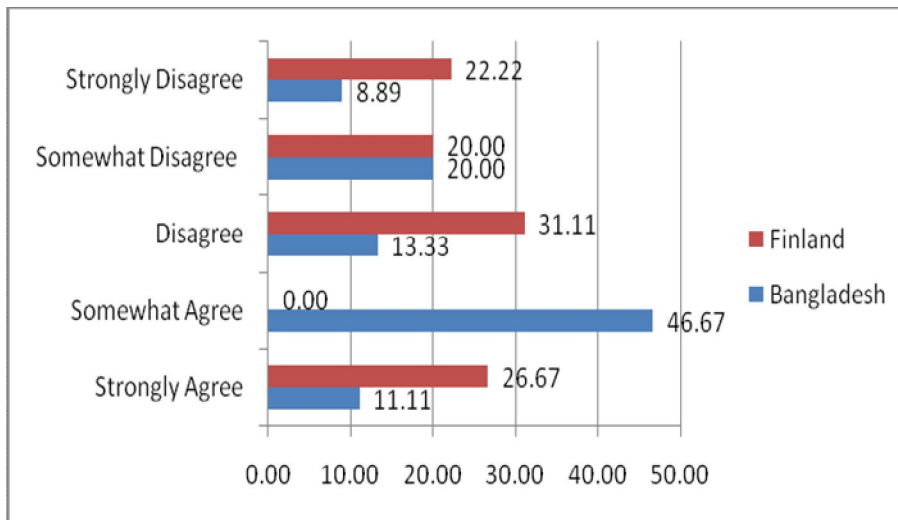


Figure 19 Internet use reduces the time of studies

Use of Internet decreases reading paper based printed newspapers, magazines

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	33	73.33	12	26.67
Somewhat Agree	12	26.67	22	48.89
Disagree	00	0.00	00	0.00
Somewhat Disagree	00	0.00	11	24.44
Strongly Disagree	00	0.00	00	0.00
Total	45	100	45	100

Table 30 Use of Internet decreases reading paper based printed newspapers, magazines

The table 30 demonstrates that most of the Bangladeshi students 33 (73 %) were strongly agreed while a large portion 22 (48 %) of Finnish students were somewhat agreed with the statement of use of Internet decreases reading paper based printed newspapers, magazines. Besides, 12 (26 %) Bangladeshi students and 11 (24 %) of Finnish students were somewhat agreed and somewhat disagreed respectively on it.

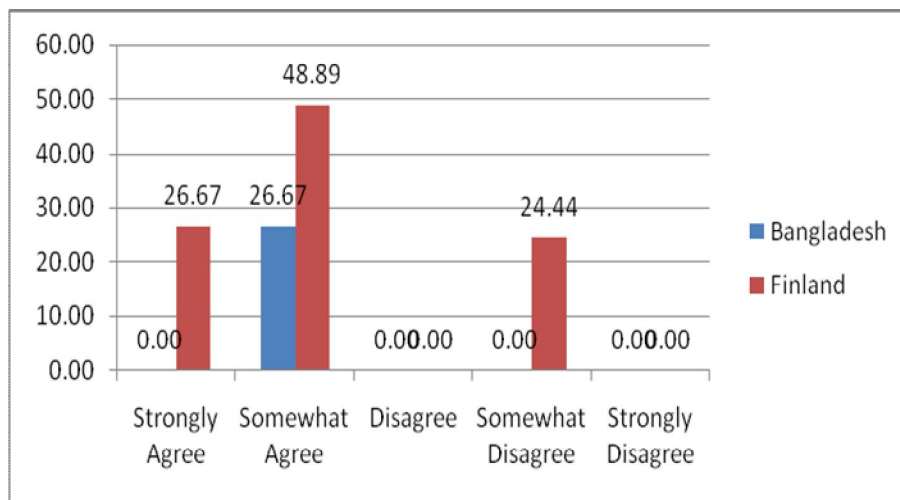


Figure 20 Use of Internet decreases reading paper based printed newspapers, magazines

Use of Internet decreases going to library physically

Variable	Bangladesh	Bangladesh(%)	Finland	Finland (%)
Strongly Agree	32	71.11	10	22.22
Somewhat Agree	13	28.89	23	51.11
Disagree	00	0.00	00	0.00
Somewhat Disagree	00	0.00	12	26.67
Strongly Disagree	00	0.00	00	0.00
Total	45	100	45	100

Table 31 Use of Internet decreases going to library physically

Internet provides a huge source of reading materials. Students are now using it for their need and demand. This may cause the students not to use the library physically mostly. In this respect, students were asked a question whether using Internet decrease going to library or not. 32 (71 %) Bangladeshi students strongly agreed that use of Internet has decreased to go to the library physically while Finnish students gave different opinions. As of the table 31 and figure 21, most of the Finnish students 23 (51 %) were somewhat agreed while some of them strongly agreed 10 (22 %) and somewhat disagreed 12 (26 %).

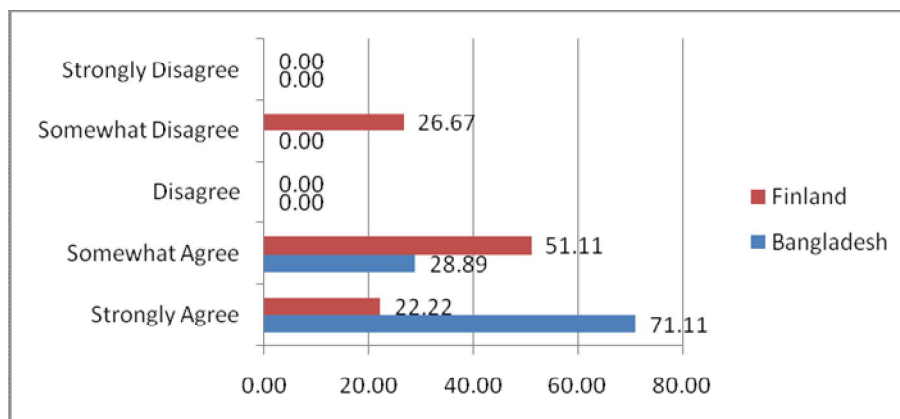


Figure 21 Use of Internet decreases going to library physically

Feel little bit depressed when staying online for extended periods

Variable	Bangladesh	Bangladesh(%)	Finland	Finland(%)
Strongly Agree	10	22.22	11	24.44
Somewhat Agree	15	33.33	22	48.89
Disagree	5	11.11	12	26.67
Somewhat Disagree	8	17.78	0	0.00
Strongly Disagree	7	15.56	0	0.00
Total	45	100	45	100

Table 32 Feel little bit depressed when staying online for extended periods

The excessive use of Internet can lead to a certain level of addiction that may cause depression in ones. A question on whether the students feel depressed for spending more time in internet or not, were asked to Bangladeshi and Finnish students. Bangladeshi students given different comments. According to the table 32, most of the Bangladeshi students 15 (33 %) said that they were somewhat agreed followed by strongly agree 10 (22 %), somewhat disagree 8 (17 %), strongly disagree 7 (15 %), disagree 5 (11 %). Besides, most of the Finnish students 22 (48 %) were somewhat agreed on it. No Finnish student was strongly disagreed and somewhat disagreed.

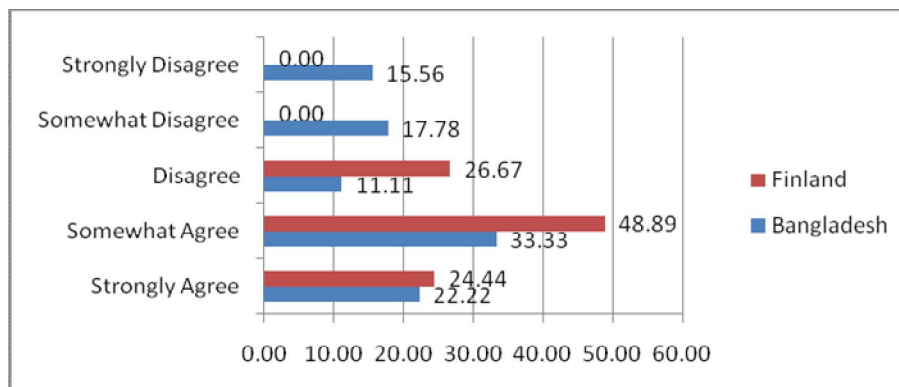


Figure 22 Feel little bit depressed when staying online for extended periods

Overall importance of Internet in social and academic life

The overall importance of Internet in social and academic life is enormous. In social life, maybe we can reach people fast and easily. Besides, academic tasks are easily accomplished by the Internet which may not be done fast by other means. One student from University of Tampere expressed that “Sometimes I get some papers that are really rare which I may not get in paper form”. Furthermore, a student from University of Rajshahi, Bangladesh said that “In whole, without internet, it’s impossible to think a single day. For academic, research, official, or social purposes, I am getting habituated to rely heavily on internet. Internet is becoming an integral part of day to day life”. Moreover, a student of University of Dhaka mentioned that “Internet plays a vital role in my academic life, but sometimes it is time consuming. Sometimes it creates some debate or misconception about social issues”. While another student from the same University stated that “I am more confident about completing assignments before deadline and networking with F&F and co-workers has become easier”.

Variable	Bangladesh	Finland
Insignificant	00(00%)	00(00%)
Somewhat important	18(40%)	26(57.78%)
Very important	27(60%)	19(42.22%)

Table 33 Overall importance of Internet in social and academic life

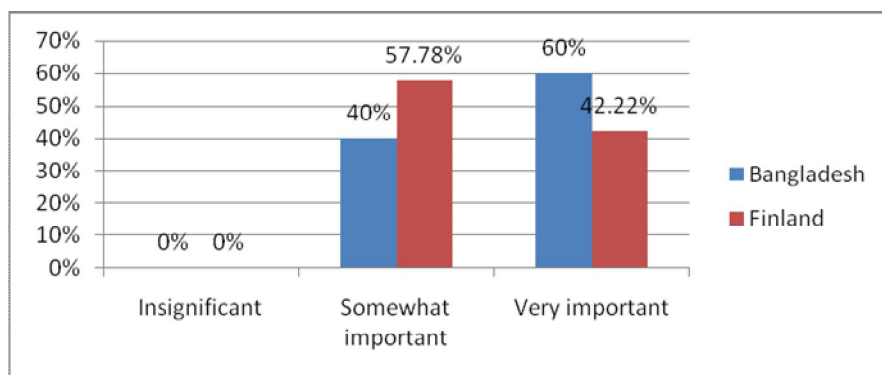


Figure 23 Overall importance of Internet in social and academic life

A question on overall importance of Internet in social and academic life was asked to the respondents. Table 33 and Figure 23 provided the data that most of the Bangladeshi students 27 (60 %) recommended Internet as very important followed by somewhat important 18 (40 %). Besides, most of the Finnish students 26 (57 %) found it as somewhat important followed by very important 19 (42 %).

5 CONCLUSIONS

The findings and discussions conclude the Internet uses in both the countries played pivotal role in contextual social and academic life of graduate students. However, the quality uses of Internet depend on the respective study context in terms of available accessibility of Internet, individual skills and affordability of users. In addition, availing the latest technology is a common phenomenon in Finland having the highly advanced infrastructure and expertise while Bangladesh having poor infrastructure and expertises, the use of Internet is not satisfactory compared to Finland. The specific conclusions are followings:

5.1 Social use of Internet

Finnish and Bangladeshi students use Internet for their different social aspects. Finnish students have excellent ability and skills in using Internet. Moreover, Finnish students have opportunity to use and access to different sophisticated devices. Consequently, Finnish students are considered as the excellence users of the Internet. On the other hand, Bangladeshi students spent less time on Internet having low affordabilty and limited sophisticated devices in their different aspects of social life. However, the Bangladeshi students are found as good users of Internet in their social life for their enthusiastice mind. But, they have poor infrastructure and accessibility to Internet. The details social use of Internet is as follows:

5.1.1 Social Communication

The interesting finding of this study is, all the students of both the countries use Internet for their communication with friends and family. Though Bangladeshi students have limited accessibility in Internet, they spent more time in social events than the use of academic purposes. While Finnish students emphasize the use of Internet equally in social and academic life.

5.1.2 Recreation and entertainment

The findings of the study also have almost similar indication for both the country in using Internet for recreation and relaxation, talking to others who share common interests, emotional support, sharing ideas or fantasies etc.

5.1.3 Health and other social events

In seeking health related and political information, Bangladeshi students were found as more active in online than Finnish students. Due to the poor health care and political unrest, Bangladeshi students seek better medical health services and political information from Internet respectively. In addition, the use of religious purpose, Internet is common among Bangladeshi students while Finnish students are less interested in this regard.

5.2 Academic use of Internet

For academic uses of Internet gets more or less similar priorities among the graduate students of both the countries Finland and Bangladesh. However, the uptodate IT education, easy access and advanced technologies made the Finnish students more skilled in the academic use of Internet. On the other hand, having the lack of appropriate IT education, difficulties to access and poor facilities compell the Bangladeshi students as less competent users of Internet in academic life. The details of academic use of Internet among the both countries students are as follows:

5.2.1 Research literacy

For academic use, the research evidence that Finnish students are advance user than Bangladeshi students in utilizing reference management software like refwork etc. In addition, for research work, Bangladeshi students use Internet less than Finnish students.

5.2.2 Courses work

For completing assignments to fulfill course work, Finnish students use Internet more than Bangladeshi students. As Finnish Universities are 100 automated, so students of those universities are bound to use Internet for their course work. On the other hand, Bangladeshi surveyed universities are not automated. So, students of those universities do not use Internet compared to Finnish students in the case of course work.

5.2.3 Communicating with teachers

Communication with the course teachers is the mandatory task to complete the courses for both the countries students. Finnish students use Internet namely e-mail and online learning platform to communicate with their teachers. While Bangladeshi students use less Internet for communicating with the teachers. They communicate face to face and some times through e-mail. Moreover, Finnish students spent more time than Bangladeshi students in Internet for meeting new people on the common interests on academic affairs.

5.2.4 Information literacy and other academic affairs

Usually the Library of Finnish universities are digital. On the other hand, most of the Bangladeshi university libraries are not fully digital. Finnish students are more information literate to use the various library databases compared to Bangladeshi students. Searching net for job is common for the Bangladeshi students compared to Finnish students.

Considering the above conclusions of the study, the use of Internet for social and academic life is important in both the country. As a result, students under study were found agreed on the importance of Internet in their life. Specially, Bangladeshi students recommended creating easy accessibility and affordability of Internet in the social and academic arena. On the other hand, Finnish students require more reliable information and knowledges in the platform of Internet. The above conclusions based on findings provided a practical scenario of the use of Internet by the graduate students in both the countries.

5.3 Suggestions and recommendations

Based on the results found in this study, the researcher has some suggestions and recommendations for both the country. Those suggestions and recommendations are as follows:

5.3.1 Suggestions for Bangladesh

5.3.1.1 Appropriate IT education

Appropriate IT education is one of the significant issues to ensure proper use and adaptation of Internet in both social and academic affairs. Applied modern IT education designing and

implementation should be ensured in Bangladesh. As a result, Bangladeshi students will be competent to use and access the advanced phenomenon of Internet.

5.3.1.2 Infrastructural facilities

The government and policy maker should be given wider priority to increasing IT Infrastructural facilities in the universities and other places in Bangladesh. In the universities, high bandwidth Internet connection should be ensured and modern technologies should be commenced. Although the present government has been giving priority in IT sector like establishing IT park, modernization of IT sectors etc. but the initiatives is not sufficient for the large number of people. It should be establish in proportion with the population.

5.3.1.3 Ensuring easy accessibility:

Students should give facilities like free accessibility with more wifi avalibalities within the universities in Bangladesh.

5.3.2 Suggestions for Finland

There are wider facilities like appropriate IT education, IT infrastructure, high bandwidth and free accessibility of Internet within the universities and other places already exist in Finland. But, the trustworthiness of information in the net and the open access resources should be ensured in Finland.

5.4 Future research scope

This research will not give the generalized picture of the use of Internet by both the country. The reason is that, it is done with small sample. In order to get the generalized picture, the further study needs to conduct with large sample and advanced statistical analysis. So, for the deeper understanding and broader picture of social and academic use of Internet on the study cases, there is require further research.

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7 APPENDICES

Social and academic use of Internet by the graduate students in Finland and Bangladesh: A Comparative Study.

[The aim of this survey is to collect data about the Social and academic use of Internet by the graduate students in Finland and Bangladesh. I would be grateful, if you would take a few minutes to complete this survey.]

Responses will be treated as confidential and individual responses will not be identifiable from the completed study]

Please mark your answer with (√) in the appropriate box that suit your choice

Section 1: Demographic Information

Name of the respondent : Name of the University:
.....

Gender : ☐ Male ☐ Female

Name of the Country: ☐ Finland ☐ Bangladesh

Section 2: Devices to access Internet

Do you have internet access at home?

Yes: ☐ mobile data (e.g. 3G/4G) , ☐ ISDN/ADSL/dial up, ☐ Fiber optic

If so, which device do you use to access Internet at home/on your own?

☐ Desktop ☐ Laptop ☐ Tablets ☐ Smart phone

Why are you interested using these devices? Please specify.....

How long have been using those devices to access Internet?

☐ Less than 6 months ☐ More than 6 months ☐ Less than 1 year ☐ More than 1 year

Where do you mostly use Internet?

- ☐ PC/café Internet ☐ Library ☐ At home ☐ At a friend's home ☐ At school
☐ At work

Which of the following browsers have you used in accessing the Internet?

- ☐ Safari ☐ Opera ☐ Google Chrome ☐ Firefox ☐ Internet Explorer ☐ Others..... (Please specify)

Section 3: Information Literacy

Do you know how to access Internet?

Yes ☐ No ☐

Overall how many hours do you use Internet/day?

- ☐ 0 to 1 hour/day ☐ 2 to 4 hours/ day ☐ 5 to 6 hours/ day ☐ 7 to 9 hours/ day ☐ 10 + hours / day

Have you ever created a web page/blogs etc.?

Yes ☐ No ☐

How do you rate your expertise in using and accessing Internet?

- ☐ Excellent ☐ Very Good ☐ Good ☐ Sufficient ☐ Poor

Areas where you have good abilities:

- ☐ Browsing Internet. ☐ Using mailing services. ☐ Using Social Networking services (SNS). ☐ Opening an account with SNS, mails etc. ☐ Downloading & installing various software from internet. ☐ Playing online games ☐ Advanced Search of E-journals, databases of the Library website. ☐ Others.....

Internet tools and resources you use frequently:

☐ WWW ☐ E-mail ☐ FTP ☐ IM (Instant Messaging) ☐ Facebook ☐ Twitter
☐ Google+ ☐ VOIP Over Internet ☐ YouTube ☐ Skype ☐ Wiki ☐ Blogs ☐ Web TV ☐
Web Radio ☐ Google Analytics ☐ GPS Navigation ☐ Google maps ☐ Others
..... (Please specify).

Section 4: Social use of Internet

How many hours do you use internet for the social purposes / week (i.e. maintaining contact with other people?)

☐ Less than 1 hour ☐ 1 to 5 hours ☐ 5 to 10 hours ☐ 10 to 20 hours ☐ 21 to 40
hours ☐ Over 40 hours

What are your social purposes of using Internet?

☐ Communicating with friends and family ☐ Recreation or relaxation ☐ Playing audio
or video over the internet ☐ Downloading music or video ☐ Discussion with same inter-
ested people ☐ Keeping uptodate with the developments of interested areas ☐ Sharing
ideas or fantasies ☐ Wasting time ☐ Finding information for own use ☐ Emotional sup-
port ☐ Playing Online games ☐ Browsing ☐ Watching sports ☐ Making new friends in
SNS ☐ Watching movies, documentary films, serials ☐ Getting Health Information
☐ Knowing Political Situation ☐ Watching Religious lectures ☐ Dealing business. ☐
Others

4.1. Social Networking Site Use

Do you use Social Networking Site? Yes ☐ No ☐

Which of the following SNS do you use?

☐ Facebook ☐ Twitter ☐ Linkedin ☐ Hi5 ☐ Others (please specify)

Devices that are used mainly for SNS?

☐ Desktop ☐ Laptop ☐ Tablets ☐ Smartphone ☐ Others (Please speci-
fy).....

Section 5: Academic use of Internet

How many hours per week do you use your computer for your academic purposes?

- ☐ Less than 1 ☐ 1 to 5 hours ☐ 5 to 10 hours ☐ 10 to 20 hours ☐ 21 to 40 hours/week
☐ Over 40 hours/week

Do you have any online account with the learning environment of the university system? Yes ☐ No ☐

If yes, then how much do you have to use for the course purposes, approximately?
Please specify.....

What are the purposes of general academic use of Internet?

- ☐ Required course work ☐ Doing research work
☐ Completing assignments and course works assigned by the course teachers
☐ Communicating with professors for course related issues
☐ Searching library databases for the relevant materials
☐ Searching Google for the required materials of study
☐ Searching relevant literature of my thesis ☐ Work, meeting new people
☐ Buying products online ☐ Net banking
☐ Searching Job ☐ Reading online newspapers
☐ Others(please specify)

Literacy level of using reference tools (Refworks, Zotero etc.) for the management of research work.

Do you know how to use reference tools? ☐ Yes ☐ No.

If yes, then in what extent do you know? ☐Excellent ☐Very Good ☐Good☐Poor

Section 6: Impact of Internet in your life

Section 6.1: Benefits of Internet on your social matter

Use of Internet enhances the quality of your social life.

☐Strongly Agree☐Somewhat Agree☐Disagree☐Somewhat Disagree☐ Strongly Disagree

Internet use has improved usual contacts with one's family and friends.

☐Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

Internet use makes you confident in dealing with social life.

☐Strongly Agree☐Somewhat Agree☐Disagree☐Somewhat Disagree☐ Strongly Disagree

Use of Internet enhances recreational online game play.

☐Strongly Agree☐Somewhat Agree☐Disagree☐Somewhat Disagree☐ Strongly Disagree

Section 6.1.1: Benefits of Internet of on your academic matter

Use of Internet enhance your research work significantly

☐Strongly Agree☐Somewhat Agree☐Disagree☐Somewhat Disagree☐ Strongly Disagree

Use of Internet enhance your academic performance significantly

☐Strongly Agree☐Somewhat Agree☐Disagree☐Somewhat Disagree☐ Strongly Disagree

Use of Internet let you to get awareness of global issues.

☐ Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

Use of Internet increased in reading news online

☐ Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

Use of Internet increased in using electronic sources instead of going to library physically

☐ Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

You feel energized when you stay online for extended periods.

☐ Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

Section 6.1.2: Problems of Internet on your social matter

Use of Internet decreased regular contacts (face to face) with your family and friends.

☐ Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

Internet use reduces the involvement in traditional social gatherings like going to religious programmes, parties, voluntary activities etc.

☐ Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

Use of Internet decreases you to gossip with your friends outside

☐ Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

Use of Internet makes you imperfect personality

☐Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐Somewhat Disagree ☐ Strongly Disagree

Internet use reduces physical exercise in some extent

☐Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐Somewhat Disagree ☐ Strongly Disagree

Section 6.1.3: Problems of Internet on Your Academic matter

Use of Internet decreases your academic performance in some extent

☐Strongly Agree ☐Somewhat Agree ☐Disagree ☐Somewhat Disagree ☐ Strongly Disagree

Use of Internet decreases your study credit

☐Strongly Agree ☐Somewhat Agree ☐Disagree ☐Somewhat Disagree ☐ Strongly Disagree

Internet use reduces the time of studies

☐Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐Somewhat Disagree ☐ Strongly Disagree

Use of Internet decreases reading paper based printed newspapers, magazines

☐Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

Use of Internet decreases going to library physically

☐ Strongly Agree ☐ Somewhat Agree ☐ Disagree ☐ Somewhat Disagree ☐ Strongly Disagree

You feel depressed when you stay online for extended periods

☐Strongly Agree ☐Somewhat Agree ☐Disagree ☐Somewhat Disagree ☐ Strongly Disagree

Overall, how important do you consider the internet in your social and academic life?

☐ Insignificant ☐ somewhat important ☐ Very important

1. How use of Internet enhances the quality of your social life? (please explain briefly)
2. How use of Internet enhances the quality of your academic life? (please explain briefly)
3. What are the problems you encounter in using Internet while you conduct the social affairs? (please explain briefly)
4. What are the problems you encounter in using Internet while you conduct the academic affairs? (please explain briefly)
5. How do you want to see Internet to be the good ingredient in social and academic matters? (please explain briefly)
6. Do you have any memorable experiences or examples in your social and academic life with Internet? (please explain briefly)
7. What are the overall impacts of Internet on your social and academic life? (please explain briefly)

Regards

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